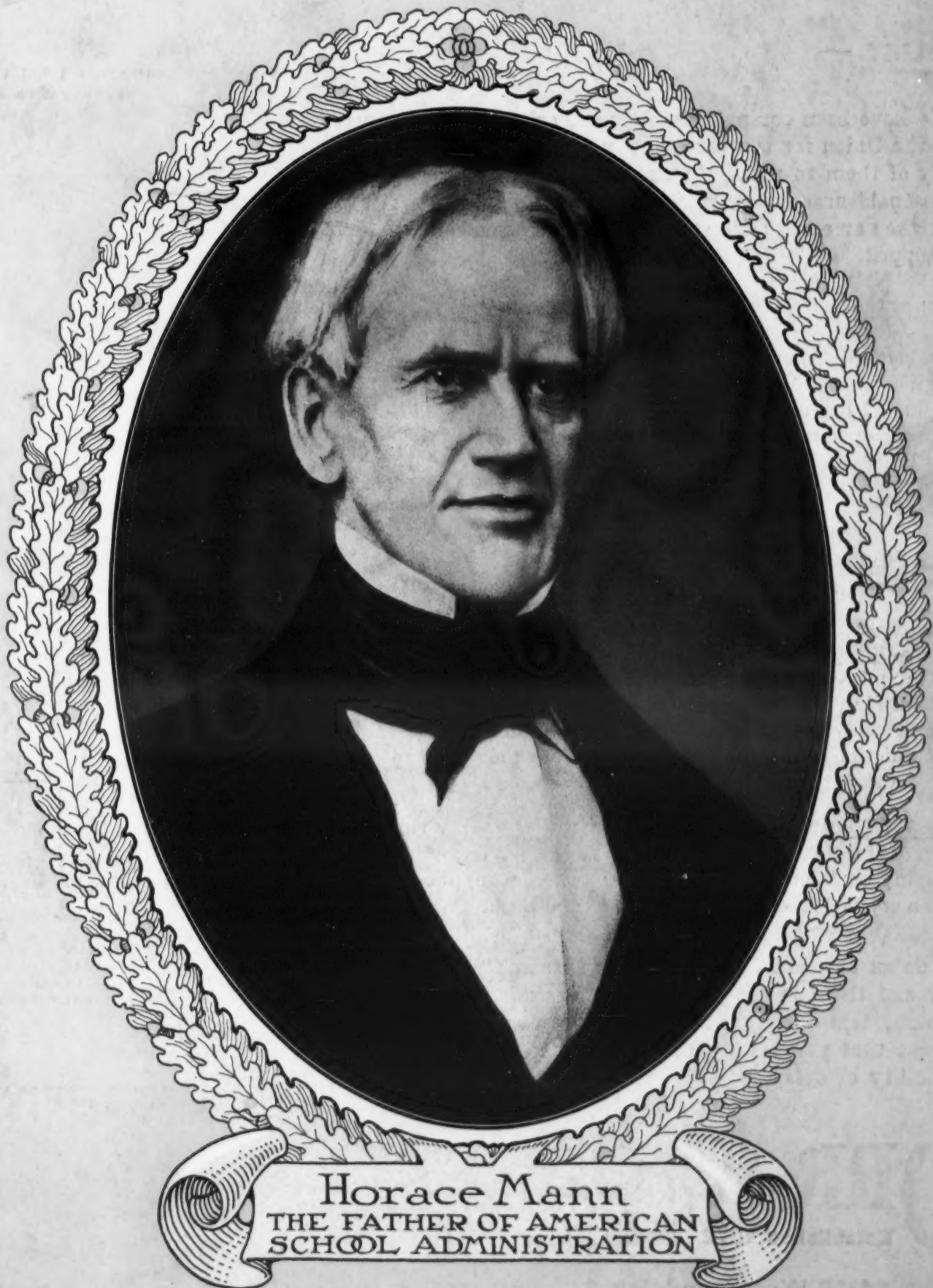


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THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION



NEW ENGLAND NUMBER

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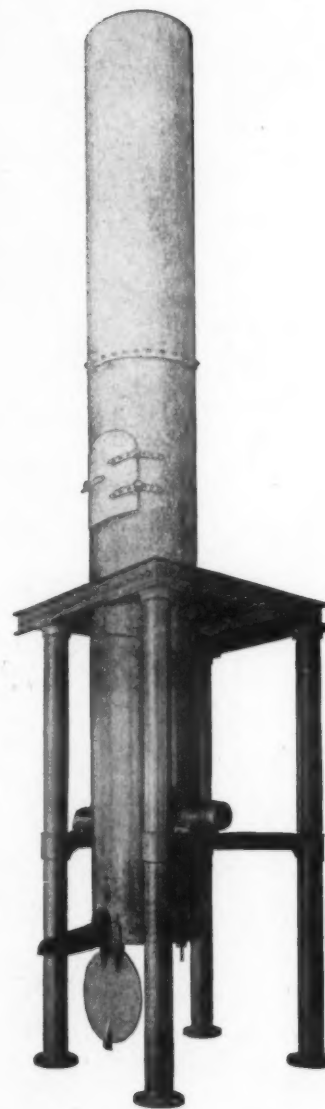
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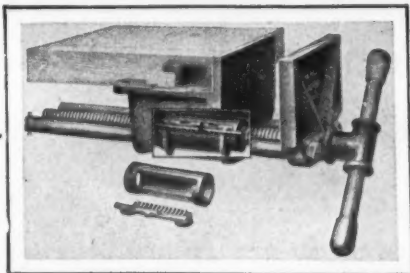
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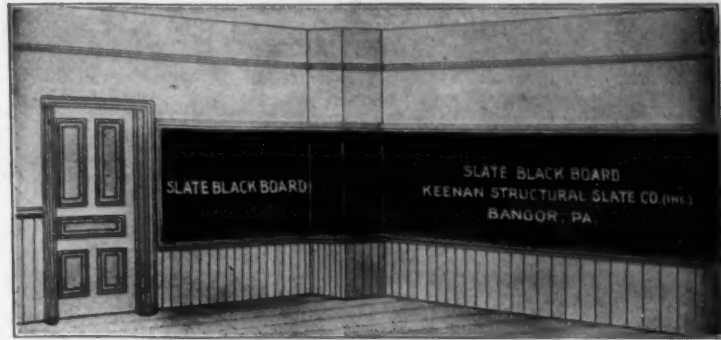
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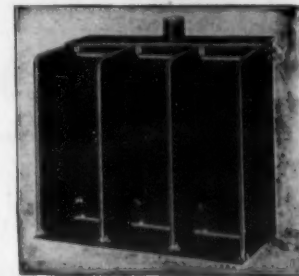
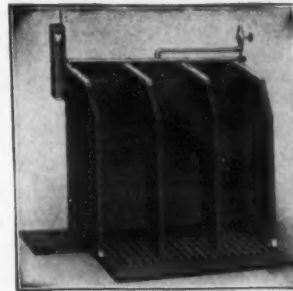
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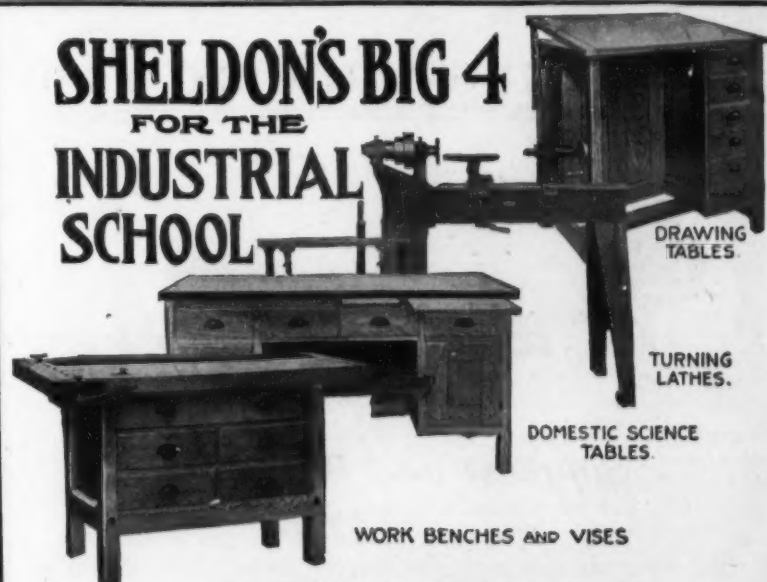
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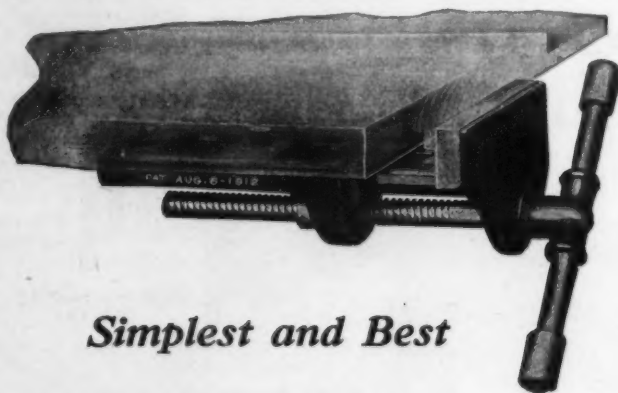
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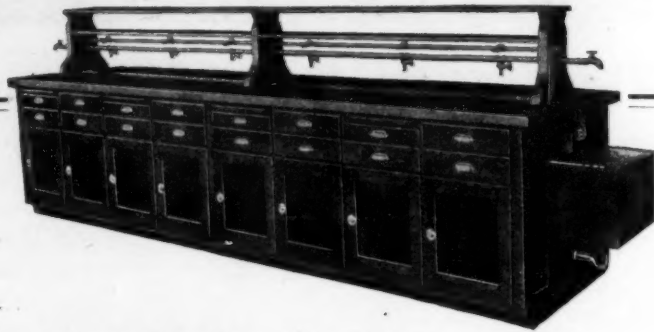
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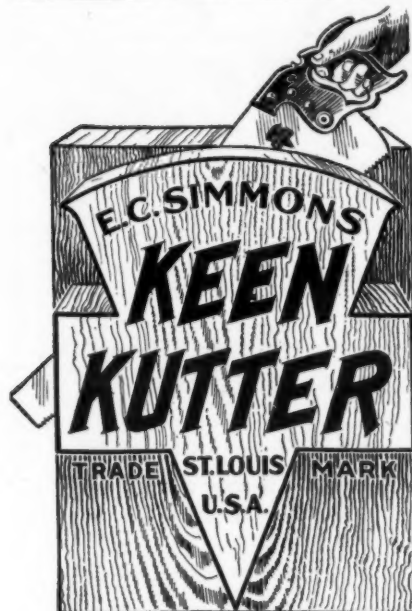
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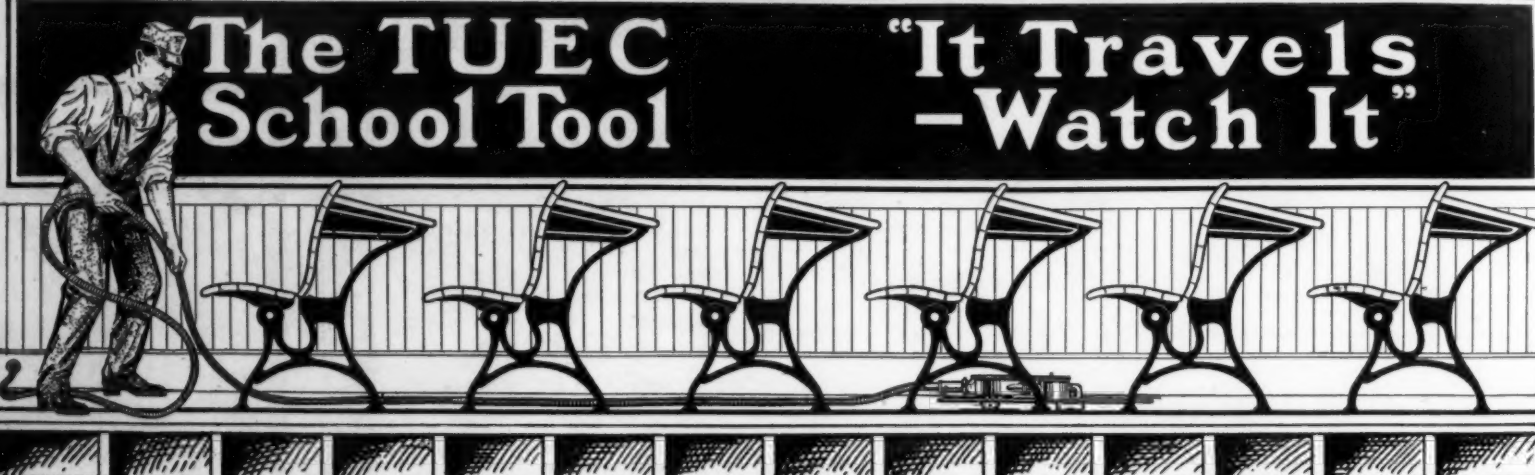
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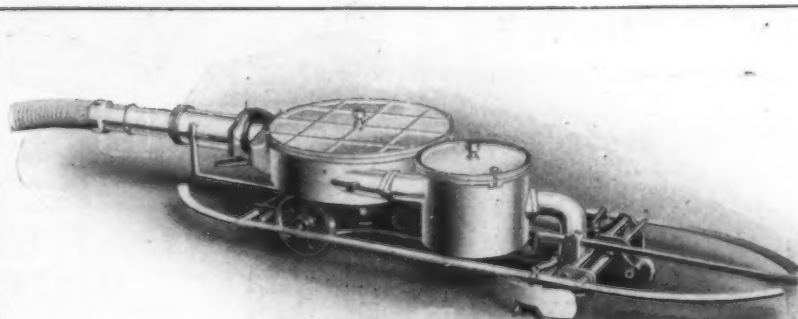


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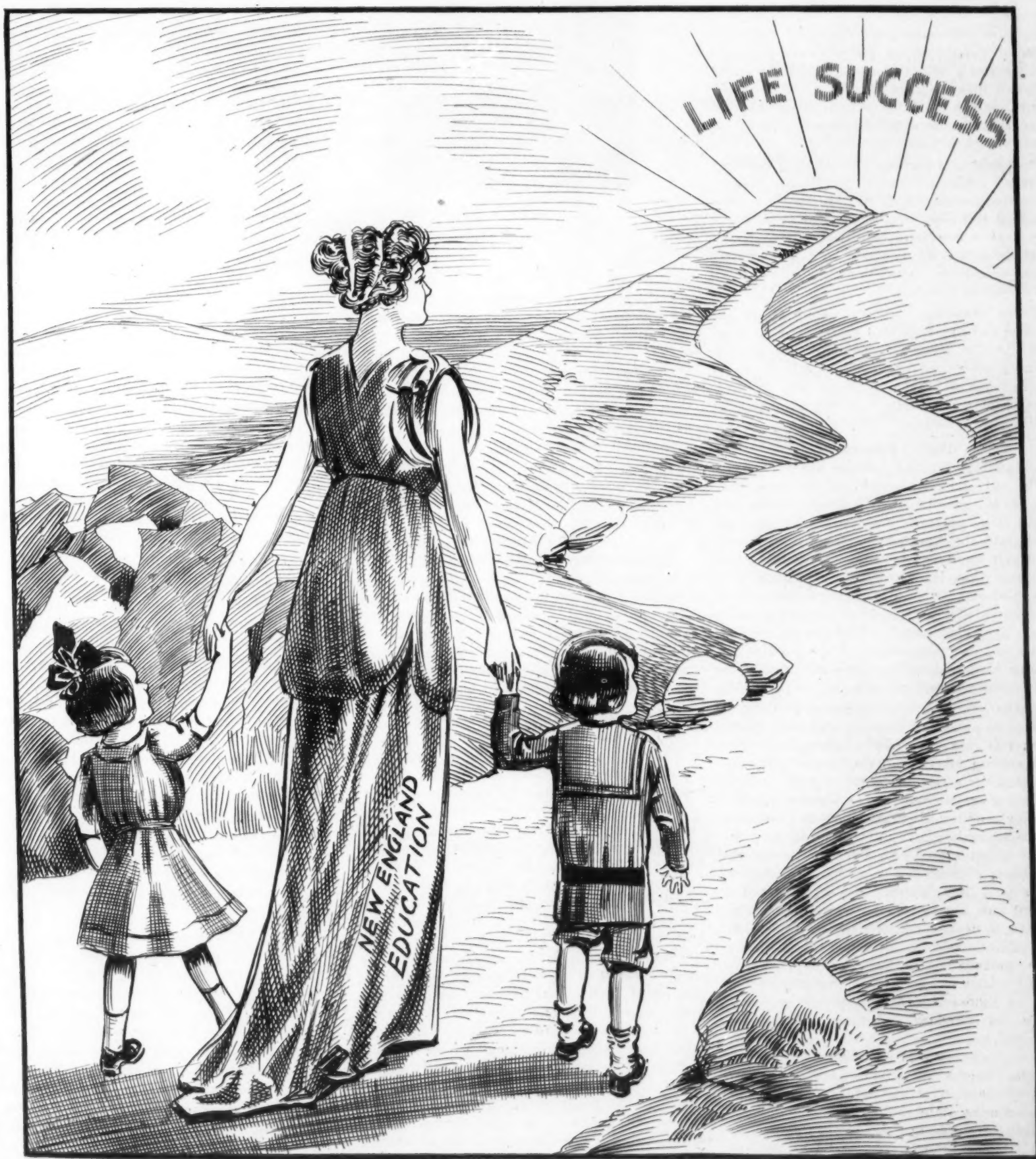
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Founded March 1891 by WILLIAM GEORGE BRUCE

Volume XLVII, Number 4

OCTOBER, 1913

Subscription, One Dollar per Year



THE SPIRIT OF NEW ENGLAND EDUCATION.

SCHOOL CONDITIONS IN MAINE

By State Superintendent PAYSON SMITH

Maine is a state of sharp educational contrasts. In it are to be found those conservative communities that reflect in their schools the extreme of the traditions that are characteristic of the older New England. On the other hand Maine presents splendid examples of that rapid industrial development that has created new towns and transformed old ones. Since educational progress is inseparable from industrial advance, these prosperous towns are making fine records in progressive educational achievement.

Again, while Maine does not lack those school problems that accompany the rapid concentration of population in manufacturing centers, yet she has a relatively small population spread over an area as large as that of all the other New England states combined; hence the chief educational problem of the decade, that of the rural school, is hers.

To speak of a pioneer population is generally to recall a past generation, yet Maine by virtue of her wilderness tracts has hundreds of families that live close to a frontier as primitive as any that a new land can show. This indeed presents a striking contrast in a state within whose bounds are institutions which are among the oldest in America.

Maine generally conforms, however, to the policies and practices that mark the New England states as an educational unit, having been strongly influenced by Massachusetts of which it was once a part and hardly less by New Hampshire whose industrial and geographical conditions are strikingly like her own.

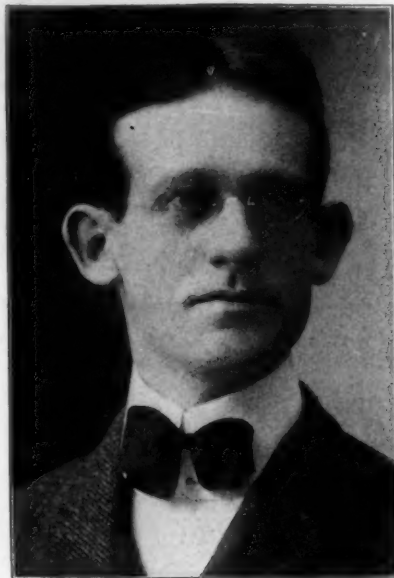
Higher Education.

Collegiate: Maine's colleges are not a part of the public school system in the sense that they are so recognized by the law and controlled by the state. All are, however, closely in sympathy with the work of the lower schools and are deeply appreciative of their responsibilities to them. One, the University of Maine, is a pioneer among the state colleges of the east, of the western idea as applied to similar institutions. The rapid growth of all the colleges indicates not only the extent of the popular interest in higher education, but a public endorsement of their several policies.

Secondary Schools: Maine's secondary schools are the free public high schools and their direct progenitors the semi-public academies. The latter receive generous state support and are brought under a certain degree of state control. The former receive state aid on certain specified conditions and are likewise subject to a measure of state supervision. The total amount of direct aid given annually by the state to secondary schools of both kinds is approximately a hundred and fifty thousand dollars, distributed to about two hundred and fifty schools. The state has, moreover, adopted the principle that school tuition should be free up to the point of college entrance and provides for the free payment of tuition (two-thirds on the part of the state), of those students who reside in towns wherein no standard secondary schools are maintained.

Training of Teachers.

Normal Schools: Maine is definitely committed to the plan of distributing her normal schools over the state rather than that of concentrating her training facilities in one or two central training schools. In six state normal and training schools are approximately eight hundred students. Admission requirements presuppose the completion of a standard secondary course of four years. All the schools are strictly professional confining themselves



HON. PAYSON SMITH,
Augusta, Me.

entirely to the work of training teachers. Besides preparing teachers for elementary schools they prepare those who wish to become directors of manual training and domestic arts. As a result of the distribution of the normal schools their graduates are to be found in practically all towns of the state, though the supply of trained teachers here, as elsewhere, is far short of the demand.

In addition to the state normal schools whose support is borne exclusively by the state, there are in various academies, teachers' training courses that are under state direction and subsidy.

Elementary Schools.

The elementary schools of Maine are, for the most part, organized on the nine-grade basis although a distinct tendency is shown here as elsewhere in New England to accept the more common eight-grade system. Nearly half the children are enrolled in country schools. The curriculum is that of the American common school system in general.

Method of School Control.

Maine has adopted the township plan of school control. Each town has a school committee of three members while cities have as many as may be granted by special charter provisions. Even in cities large school-board membership is unusual. The superintending school committee has full control, within statute regulations, of all the public schools of the town. It lacks only the power to levy the school appropriations. This function is performed by all the voters in open town meeting, subject, however, to fixed minimum requirements made by the state. Each school committee must elect a superintendent of schools who is its secretary and agent. The superintendent has power to nominate all teachers, subject to the approval of the committee. Maine has adopted the union supervision plan now common in New England under the conditions of which expert supervision is given to towns that combine in employing a superintendent. Practically three-fourths of the school population of the state is now under this form of supervision, the annual cost for the state's share in the support of which is about sixty thousand dollars.

Unorganized Townships.

Because of the large wild land area already mentioned there are several hundred children

who reside in unincorporated townships, that is, settlements having no established local government. These children are schooled under the direction of the state superintendent. Wherever these children may live, however few in number, or however remote from a settlement, the state follows them with educational privileges.

School Funds.

The common-school fund out of which, as the name indicates, the expenses of elementary-school support must be paid is made up from local appropriations and from the income of an annual state tax of three mills. This tax yields approximately a million and three-quarters annually and this fund is distributed to the towns on the basis of their school population and valuation. It becomes, moreover, the basis of an effective state regulation, since towns are liable to a loss of funds for any failure to observe the requirements of the law in relation to the conduct of schools.

An effective aid to the poorer towns is the equalization fund of \$40,000, which is distributed at the discretion of the state department among those smallest and poorer towns which, despite a heavy tax rate, are unable to maintain their schools at an acceptable grade of efficiency.

Besides the funds for the support of common schools, towns are required to raise moneys for free textbooks, schoolhouse repairs, equipment and apparatus and are permitted, with special aid from the state, to appropriate for manual training, domestic science and evening schools, as well as for free public high schools. Industrial courses in connection with public high schools, academies, evening schools and in independent vocational schools are recognized and liberally encouraged by special state grants.

The State the Educational Unit.

A special tendency to be noticed in the school system of Maine is that in the direction of larger state control and state support. Besides those indications already named are recent enactments calling for the required state certification of all teachers, the payment of teachers' pensions from the state treasury and the establishment of a uniform system of school records for the entire state. That this tendency does not exist, however, to the destruction of local autonomy is distinctly apparent from the fact that the state enactments and regulations relating to school consolidation, industrial courses, medical supervision and other educational measures are regarded as the foundation on which local boards may base such extensions of those activities as are peculiarly adapted to local needs.

Thus it would appear that Maine now recognizes the state as the fundamental educational unit. The responsibility of the people once limited to the horizon of the district lines, now long since abolished, was then extended to those of the township. Now, however, the state recognizes that all the people have certain large responsibilities in the education of all the children wherever they may live, whether in city, remote country-side or isolated off-shore island. Thus recognizing its responsibilities the state formulates the opinion of its people into definite standards and requirements. To the end that these may be adequately met the state brings its resources, still leaving to each local community the largest possible liberty in the extension of educational opportunity.

Progress in School Administration in New England

By W. I. HAMILTON, Agent, Massachusetts State Board of Education

In an article in the *School Board Journal* for November, 1912, I made this statement: "That community is the exception in which the school board acts only for the interests of the children, and has sense enough to procure the best available talent to direct educational processes, and holds them responsible for educational results."

That statement, as well as the entire article, has been severely criticized as expressing altogether too pessimistic a view of school administration. Per contra within a month of its publication I received a dozen letters, some of them from men in highly responsible educational positions, endorsing the conclusions of the article. One man of national reputation writes: "All the books I read on school organization and school management miss the essential and inevitable facts illustrated by you in your article. We have theory enough, but nobody takes account of the awful influence of tradition, love of power, force of selfish interest, involved in even the best of school boards. I can say this without bitterness because I have been remarkably lucky myself, but some of my best friends and ablest superintendents have been worried and killed by the existing state of affairs."

I am glad of the opportunity to prepare an article on "Progress in School Administration," for while I still believe my previous article discussed a condition altogether too prevalent, by and large, throughout the country, there is no reason for assuming that the present tendency in school administration in New England or elsewhere is in the direction of graft, incompetency and inefficiency. On the contrary, not a few signs point to a great increase in efficient methods of school administration. We are endeavoring to get nearer to our problems and deal with actual facts rather than theories. There is a tendency toward open-mindedness on the part of both school officials, school committees and a large portion of the public. We are relying less upon dogma and more upon results, and among the more progressive school men there is a growing disposition to approach all questions of educational administration in a scientific and broad gauged fashion.

Expert Supervision.

There is a tendency to place the schools in the various New England States under the charge of a trained superintendent. In 1888 the Massachusetts Legislature permitted towns under a certain valuation to form superintendency unions, and when they were formed and properly conducted, the State paid half the salary of the superintendent. A gradually developing public sentiment finally brought a large majority of the towns into such voluntary unions, and following the usual practice in school legislation in Massachusetts of first permitting, then encouraging and finally requiring, in 1900 the Legislature passed an act making it obligatory upon all towns and cities after 1902 to employ a superintendent of schools.

Two hundred and thirty-nine towns of the State are grouped in seventy-five unions. The number of towns in each group varies from two to six in the number of schools ranges from seventeen to fifty-four. A minimum salary of \$1,500 has been fixed by law. This amount is paid in fifteen cases. Fourteen unions pay \$1,600, while in several instances \$2,000 or more is paid. The law gives definite powers and duties to the superintendent, and requires that he shall recommend teachers, textbooks and courses of study, act as the executive officer of the school committee, and assist in keeping rec-

ords and accounts and in making reports. A tenure of three years is assured, as superintendents of unions must be employed for that time. Capable and competent men are, as a rule, continued in office from term to term.

All the other New England states have progressed as far as the permissive and reimbursement stage in the matter of supervision. It is probably only a matter of time when the other states will make the matter compulsory, as has Massachusetts. Maine has progressed very rapidly in the last few years in the matter of employing superintendents. A recent bulletin of the state superintendent give the number as follows:

Number of towns having local non-professional superintendents	312
Number of schools under local supervision	1,840
School population under local supervision	58,333
Number of towns having professional superintendents	209
Number of schools under professional supervision	2,946
School population under professional supervision	156,015

It is the general opinion of well informed educators that the quality of men seeking these positions is constantly improving. Several agencies have contributed to this.

Improving Superintendents.

State certification is required before one is eligible to these positions, and the certificates are obtainable only by examination. The examination is probably useful in shutting out a number of people who are palpably unfit for the position, but who might through political or other influence be able to obtain a position. The state office, administering the law, stands as a protection both to qualified applicants and to the communities whose school authorities might, through ignorance or prejudice, employ people not qualified for the work.

Massachusetts, in connection with the Hyanis Summer Normal School, has an annual conference of district superintendents, which is well attended and results in a considerable unification of aims and methods. State Superintendent Smith in Maine has called the union superintendents together annually for a discussion of methods, ideals, and ways and means. This is also done by State Superintendent Stone

of Vermont and Secretary Hine of the Connecticut State Board. Growing out of these conferences is a clearer recognition of the rights and duties of a superintendent, a unifying of aims, and a gradual building up of public sentiment as to the proper relation of a superintendent to the schools and to the community. This sentiment has progressed in Massachusetts to the point where the law now requires, as noted above, that the superintendent shall recommend teachers, textbooks, prepare courses of study, and the superintendent is protected in his position by a three-year tenure of office. There is a constant tendency toward a professional attitude and it may be safely predicted that in ten years we shall have more of this procedure established in the other states.

Superintendents and School Boards.

With all this improvement, however, much yet remains to be done. At the salaries now paid, it is difficult to find men as well trained for the duties of a superintendent as the needs of the situation require, and even when found, the lack of any unanimous opinion as to the duties of a superintendent makes the employment of certain well qualified people purely problematical. In no case does the state office appoint superintendents, or prescribe their methods of procedure. These matters are left to the judgment of the local school committees; hence the duties of the superintendent, in general, depend quite largely upon the whims and fancies of the employing boards, and the superintendent is successful to the extent to which he wins real authority, in addition to the nominal authority granted him by the Massachusetts law, and at least granted by custom in many places.

That the authority is nominal in not a few cases is apparent to one who comes in contact with the actual workings of a large number of local school systems. While the superintendent has by law the authority to recommend books and nominate teachers, many school committees are "canny" enough to see to it that the superintendent recommends and nominates as may be agreeable to the committee, and the superintendent does. For example, last winter a small high-school principalship became vacant in this state, and the committee spent all of one Saturday in session at the high-school building interviewing applicants for the position. Nearly forty applied, many of whom had traveled long distances at considerable expense. Unfortunately, this is not an isolated instance. The custom of canvassing school committees is very general in New England, both by prospective teachers and by agents who have things to sell for school use. Needless to say, such practices neutralize the efforts of a good superintendent. It is a pleasure to add, however, that there seems to be an increasing number of school committees having sufficient confidence in the superintendent to give him full authority to nominate teachers for all positions.

The Teacher Problem.

It would seem that with the relatively small number of schools under his direction, the superintendent should come in very close contact with the internal work of the schools. In a general way, it may be said that too many superintendents are giving a disproportionate amount of time to business, and routine matters relating to the work of the schools, and have not sufficient time and energy left to exercise what seems to the writer their most important function, that is, the directing, training and inspiring of teachers. In communities where teachers feel their positions depend upon



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pleasing the committee man, rather than upon doing their work to the satisfaction of the superintendent, the superintendent inevitably "has his troubles."

In New England as elsewhere, there is a great shift of teachers every year. Teachers new to the system appear in every community in September, and many migrate after one year of service. Communities paying relatively high salaries have a more stable teaching corps than do the communities paying low salaries. In the latter communities, the superintendent is constantly facing the problem of securing new teachers, for such is the demand for good, or even promising, teachers that he is losing them throughout the school year. Furthermore, we have no method of standardization of teachers, or teaching, as is the case in the western states where uniform textbooks, uniform courses of study and state examinations all tend toward a unification of work. Whether the educational results are better under the one system or the other is yet a debatable question. It is safe to assert, however, that under prevailing conditions in New England, the work of our rural and town schools lacks a highly desirable unification and conscious direction. We are making some progress, and the growing influence of state educational officers, to be discussed later, may make for more rapid progress in the next decade than we have seen in the last.

Superintendents and Business Routine.

From the standpoint of efficient school administration, the situation is not very much better in our cities. Few cities, relatively speaking, have progressed to the point where it is realized that the work of the schools demands two men, one as business director and the superintendent of schools as educational director. While sound school administration would probably make the business director subordinate to the superintendent, he should be a man big enough and broad enough to handle all details of school business, leaving the superintendent responsible only for the general business policy and its execution through subordinates, and free to devote the greater part of his attention to the pressing professional problems very much in evidence in New England at the present time. Such, however, is not the case. Our city superintendents are burdened with business details. In our better cities, an assistant superintendent is employed, usually as supervisor of primary work, and the grammar schools, so-called, are largely under the supervision of male principals. The same lack of unification of effort and means exists in the cities as elsewhere.

The elementary school is quite largely a unit of educational administration, and its work and methods are dominated very largely by the principal who at the time is at the head of the school. In any given city there is a wide variation in the range of work attempted, and in the success of its completion. The atmosphere of the schools, the sort of work it emphasizes, are very largely at the discretion of the principal and his teachers. The impression gained by a visitor to schools only a few miles apart in the same city is that they are as different as are the school systems of two towns a hundred miles apart. While a certain amount of individual freedom is desirable, it would seem that economical school administration would demand that the best that each one can contribute should be incorporated in the work of all the schools. In the *School Board Journal* for February, 1912, I discussed this subject under the title: "Some Waste Motion in the Public Schools."

School Boards.

There is a growing tendency towards smaller school boards. Whether a large or a small board is best is still a debated question in New England. While it must be admitted that a small board, of three or five, can work more quickly and perhaps more efficiently than a board of nine to twenty-five, it is not clear yet that the small boards thus far elected have done their work any more efficiently in the places where they have succeeded large boards. There is a mass of accumulated tradition in regard to the function of a school committeeman in New England that has never existed in some other localities. Years ago, the ward school committeeman in the city was a more important man to the schools in his district than the superintendent. Teachers were nominated, supplies bought, books selected, repairs made, etc., under his direction. People looked to him for favors and he gradually acquired considerable prestige through the patronage he could dispense. It is extremely difficult to transfer these inherited functions to elected officials who shall act for the benefit of the whole city rather than to plot and scheme for improvements or alleged benefits to particular localities in each city. It is to be hoped that in a few years, we shall work out an administrative scheme in practice, as we have in theory, that the duties of school boards are to pass upon and support well considered policies; that the internal workings of the schools should be guided and directed by a business agent and a superintendent, both of whom should be elected for a reasonable term, who should be responsible for results, given sufficient

authority, and set free from all meddling as to details from members of school committees. The corollary of this is, that should the superintendent and business agent fail to get results by building up loyalty and proper standards of work in their subordinates, they should be relieved from office whenever it is clear that other policies must be adopted.

Teachers and the Teaching Profession.

Throughout New England, there is a decided tendency to limiting the teaching force to people specifically trained for that work. Aside from the inevitable transfer of activity from the field of teaching to the field of matrimony on the part of women teachers, there is probably less transfer of teachers from one occupation to another in New England than in other equal areas. In other words, there is growing up a teaching guild and this guild is becoming more and more self-conscious, that is to say, teachers are coming to realize their duties, responsibilities, rights and privileges more and more every year. There is a decided tendency toward organization among the teachers and a constant reaching out for certain ideals and standards which they consider essential to proper professional standing.

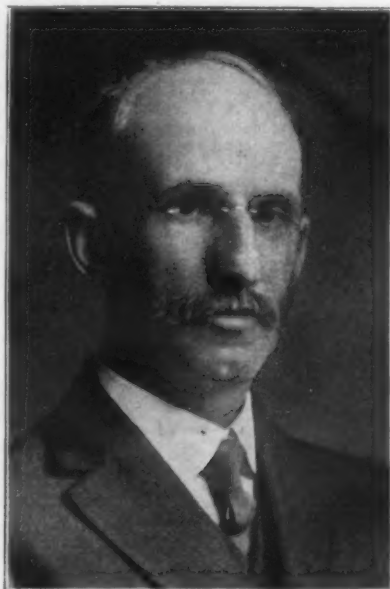
The teachers are organizing to secure legislation for their own benefit and for the alleged resulting benefit to the schools. They have been active in securing teachers' pension laws, and there is now an active demand for the recognition of the expert knowledge of the teachers in the selection of textbooks, preparation of courses of study, and the making of rules for the conduct of the schools. Not much has been accomplished in these directions thus far, but it is in the air and we may expect to hear more of it and to see results in a comparatively short time. One committee of teachers sets forth a statement of principles in these words:

"At present, questions of a professional nature are decided too much by laymen alone. In a democracy, some lay control of education should no doubt always be maintained; the schools belong to all the people and the people's interest in the schools should not be sacrificed; but it should be remembered that teachers are also citizens. They certainly have no less interest in the welfare of the schools than others, and their expert knowledge fits them in an unusual way for the general control of the schools. But at present this expert knowledge of the teacher is only scantily utilized in guiding the broader phases of education. This works a harmful result to both the school and the teachers. The best interest of the schools and the

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PROMINENT NEW ENGLAND SCHOOLMEN.

The New Hampshire Educational System

Present Conditions and Future Outlook

By H. A. BROWN, Deputy State Superintendent of Public Instruction, Concord, N. H.

At no time in the past has the educational situation in New England been as hopeful as at present. Greater progress is being made in the schools than ever before. Never has there been a time when the problems of the rural school were as wisely considered or as near an effective solution as today. Rapid strides are being taken in the effective introduction of vocational education of a type which is well adapted to community needs. The scientific spirit is abroad in education and the educative process is being studied with an intensity never before known. Experimental and statistical methods of studying and measuring school progress have been introduced and have yielded valuable data on which to base reorganization. Traditional methods are rapidly giving place to methods based on scientific research. States are making large appropriations for the aid and encouragement of schools. In fact, such activity as is manifest all along the line in education in the New England states was never known before. It is the purpose in this article to describe some features of this activity in the state of New Hampshire.

The State Department of Education.

In New Hampshire the state department of public instruction is the head of the educational system and is under the direction of the state superintendent of public instruction who is the chief educational officer of the state. He has general supervision and control of all of the state's educational interests. By the terms of a bill passed at the last session of the legislature a force of three deputy state superintendents was added to the department. These deputies are under the direction of the state superintendent and have been assigned to the charge of various educational activities. One has the direction and inspection of all of the vocational education in the state. This fall thirty secondary schools have courses in either agriculture, commerce, domestic arts or mechanic arts. A number of schools will have two of these and some schools three. Another deputy is assigned to the whole field of examinations and the inspection of schools including high schools, normal schools, elementary and rural schools. The third deputy has complete charge of the management of the routine work of the office at Concord. The state superintendent is thus released for general administrative duties. The enforcement of the child-labor laws forms a part of the activities of the department of public instruction, in connection with which the state superintendent has the assistance of two child-labor inspectors and an attendance officer.

Supervision of Rural Schools.

Effective professional supervision of the rural schools of New Hampshire is provided for by the terms of a law enacted somewhat more than a decade ago. Unlike most of the western states New Hampshire has no county superintendents. It is provided by law that whenever two or more towns shall unite into a supervisory district, so-called, for the purpose of jointly employing a professional superintendent of the schools therein the state will pay one-half of the salary of the superintendent without limit.

This supervision is strictly professional. Superintendents are required to hold the certificate of the state superintendent of public instruction before entering upon their duties. Before they can be admitted to examination for the supervisory certificate they must furnish evidence of graduation from a registered college granting the bachelor's degree or equivalent education. They must also furnish satisfactory proof of five years' successful experience as teachers. In addition to this, candidates are required to pass examinations in the following subjects: history of education, including modern educational systems; school organization and management, covering both elementary and secondary periods; school law of New Hampshire; psychology, with special reference to the adolescent period; pedagogy, both general and special method; the elements of general sociology. As a result of these requirements the rural schools of New Hampshire, where supervision has been adopted by vote of the town, are under the direction of a body of well-trained superintendents and as a further result the schools of this class are making rapid progress in efficiency. It is impossible for any except competent men to qualify for supervision.

As the law now stands supervision of the rural schools is a matter of local option on the part of the towns but since the law went into effect in 1899 the adoptions have gone on steadily until at the present time 72 per cent of the entire enrollment of the state is under professional supervision. The state expects in the near future to make professional supervision compulsory upon all towns.

State Normal Schools.

The state of New Hampshire maintains two state normal schools for the training of teachers in the elementary schools. These schools are located at Plymouth and at Keene. Their work is limited entirely to training teachers for the elementary schools of the state and their work is strictly professional, that is, academic subjects of secondary or collegiate grade find no place in the program of studies. The standard of admission is graduation from an accredited high school. The work of the normal school proper is centered around psychology, pedagogy, school management, school law and the history of education. Under the head of pedagogy, specific training is given in the best methods of teaching the elementary school subjects so far as scientific research, experimental pedagogy and practical experience have thus far revealed the most efficient methods of school-room procedure. The principals of the normal schools are specialists in psychology and education. The conception of normal-school training in New Hampshire is that it shall develop in its students the specific knowledge and ability necessary to conduct an elementary school.



DR. H. A. BROWN.

Ample facilities for practice teaching are provided at each normal school. The theory underlying this work is that theoretical knowledge about the teaching process on the part of a normal-school student is of little value unless it is transmuted into skill in handling and conducting a school. The state program of studies for elementary schools, issued by the state education office, which is used in all the schools of the state, is also used as the program of studies of the training schools connected with the normal schools and it is further made the basis of instruction in methods of teaching. Thus the students in their training are dealing with schools, courses and methods in every respect as similar as possible to those with which they will deal when they go out into the state to teach. Each student before she can graduate must teach one-half of each day for eighteen weeks in the training schools and no student is allowed to graduate who shows marked incapacity to teach. At Plymouth the training school consists of a commodious brick building in which are accommodated all the elementary pupils of the village of Plymouth. At Keene facilities for training are unexcelled. Four school buildings, containing thirteen rooms, are now in use and the contract with the state provides that when needed by the growth of the school, which is only four years old, the entire city system of schools may be taken charge of by the normal school.

There are maintained in connection with the Keene Normal School two model rural schools, under the direction of the principal of the school, for training teachers for this type of school. The work of these schools is similar and only one will be described. It is recognized that one of the greatest educational problems of the day is that of the rural school and the Keene Normal School has taken a long step in the direction of pointing out the solution of this problem. The school is located on the electric car line about two miles from the city. When it first came under the direction of the normal school it was in the condition of many rural schools; unsanitary, poorly ventilated, unattractive, out of repair, with toilet rooms which were a menace to health and morals, improperly heated and lacking in efficient instruction. As soon as it was turned over to the normal school the roof was shingled, the walls thoroughly cleaned and painted, the floors oiled, new adjustable desks provided and the toilet rooms made sanitary and comfortable. This improvement served as an important lesson in the betterment of the external features of the rural school. The pupils cleaned the yard for which they were paid ten cents an hour. "Bills for their labor were made out as a part of their arithmetic lesson and presented to the normal school principal. On receipt of their check from the state treasurer the oldest boy went to the bank, got the check cashed, deposited the money, and on his return explained to the others what he had done and how he did it. It was his first visit to a bank (arithmetic, civics, oral language) and the next spring they planned to use the money, with other funds which they expect to earn, in paying for such work on the yard as they cannot do themselves." The work of this rural school includes the regular typical school work found in the best schools and also manual training, cooking, sewing, gardening, basketry and weaving, nature study and other practical activities.

The cooking is of a very practical nature. Many of the children are obliged to bring their

dinners to school and every day two or three of the girls prepare and cook some dish to supplement the food brought from home. Each day a different article is cooked and all of the older girls get practice in cooking. An older girl acts as housekeeper each day and is responsible for cleaning up after dinner.

Each of the normal-school students who will teach in rural schools gets observation and practice enough in this school and the other rural school to enable her to carry on the practical activities now recognized as a part of the education of the country boys and girls.

The Keene Normal School now offers a one-year, post-graduate course in household arts. The principal of the normal school describes the course as follows: "An unusual opportunity for practical work in this department is offered next year by the opening of Penelope House. This is a six-room cottage containing living room, dining room, kitchen, three sleeping rooms and bath room. It is equipped with hot and cold water, heated by steam and will be lighted by both gas and electricity. With this cottage as their laboratory or workshop, pupils will study real problems of household management. The proper equipment of each of these rooms, their decorations and furnishings will be planned and carried out by the students in the regular and post-graduate household arts classes. The supervisor of household arts will live in the house and act as matron. All girls in these classes will be assigned to rooms in this house for a certain number of weeks. While members of this household they will have real housework to carry on under the matron's direction, in an ideal kitchen, dining room and bedroom." The students will study simple problems in the physics and chemistry of the household. They will learn the best methods of sweeping, dusting, bed making and laundering. They will be required to plan, buy, cook and serve well-balanced economical meals. Graduates of this course will be qualified to be supervisors of domestic arts.

At Plymouth, a summer session of eight weeks is maintained each year for teachers who are engaged in teaching throughout the rest of the year. Especial attention is given to the needs of the rural-school teachers, many of whom come to the school for summer study in order to add to their efficiency. A strong course is given in rural sociology which proves of great benefit to the rural teachers. This course takes up a study of the rural school from the point of view of securing maximum efficiency. The real problems of the rural school are defined and methods of solution indicated. The country-life movement is studied in its various aspects. The heating, ventilating and proper sanitation of the country school receives attention.

Manual training and industrial arts, nature study, elementary agriculture, gymnastics, folk dances and organized play are special features of the summer school work. Courses are also given in psychology, pedagogy, school management, school law and the history of education.

One of the decided advantages of summer school work at Plymouth is the vacation school which is maintained in connection with the regular training school of the normal school. The teachers here have an opportunity to do practice teaching and to observe the newer methods of instruction which are evolved from year to year. They also learn how to conduct playground games and folk dances. It is possible for teachers to complete the entire normal-school course by summer study.

State Aid to Rural Schools.

An important and vital part of the solution of the problem of the rural school is the matter of devising and putting into effective operation an efficient method of providing state aid to

these schools. The New Hampshire method of providing state aid, which has been recently inaugurated, makes the amount of aid depend upon what the towns are willing to do for themselves, that is, upon the length and quality of the schools which they maintain and upon the average attendance in the schools. This is the only just basis for granting state aid. In New Hampshire it has proven a tremendous stimulus to the improvement of the schools. The present laws are only the beginning of a more complete system of state aid.

The effect of these laws has been to stimulate the country schools in a marked degree. For the year 1912 the number of towns maintaining less than thirty weeks of school was reduced one-half. In three years there was an increase of normal-trained or certified teachers of over 100 per cent. The principle underlying the whole scheme of state aid is that the state will help those who are willing to help themselves and in proportion to the effort which they make. State aid on the basis of average attendance compels the towns to see to it that pupils are kept in school.

One of the best pieces of legislation ever enacted in New Hampshire was the high-school act of 1901 which provides that towns which do not maintain a high school shall pay the tuition of pupils who attend high schools or academies in other towns. This law is particularly beneficial to pupils in the rural districts and is a part of New Hampshire's scheme for the equalization of school privileges. One of the most important parts of this piece of legislation is that the state will reimburse the towns for tuition paid out in proportion to the tax rates which they maintain.

Every high school in the state is subject to approval each year by the state superintendent of public instruction and is annually inspected by him or a deputy. The course of study, equipment, qualifications of the teachers, standards of admission and graduation, are all subject to his approval. The department of public instruction prescribes standard work for every study in the curriculum and each school must maintain this standard. It is required that each teacher hold a bachelor's degree from an approved college or possess equivalent training for the purposes of the position held.

That this attempt at equalization of school privileges is highly effective is beyond doubt as is evidenced by the fact that the percentage of children from rural towns which maintain no high school, who attend high schools in other towns and have their tuition paid by their home towns, is actually greater than the percentage of resident children attending high school in

the home town. When this law was enacted in 1901 only two per cent of the total enrollment of the country boys and girls in towns not maintaining high schools attended high school elsewhere. Now 21 per cent do so at public expense.

The whole problem of attendance at secondary schools in New Hampshire has a most favorable outlook. In a decade, during which the population of the state has increased only 4.6 per cent the enrollment in secondary schools has increased over 95 per cent. In the words of State Superintendent H. C. Morrison, "If these facts mean anything, they mean that the day is discernible when it will be as much a matter of course to go to high school as it is now to go to school at all, and as much a matter of course to go to college as it is now to attend a high school or academy. The enlightening and uplifting effect upon our civilization cannot be otherwise than great." In this connection it may be said that in New Hampshire, using the figures of 1911-1912, of every 100 pupils who enter the first grade, 79 graduate from the grammar school, 69 enter a secondary school, 38 graduate from a secondary school and 7 enter college. It has been pointed out by State Superintendent H. C. Morrison that these facts dispel the illusions of some investigators who have claimed that the upper grades of the school system in this country do not reach a large number of pupils.

Vocational Education.

One respect in which New Hampshire is perhaps unique among states which have made important advances in vocational education is that to date not a dollar has been appropriated by the state for aid to this form of education. It is held that there is no sound reason why the state should aid this form of education more than any other. The fact that New Hampshire has made distinct progress in the introduction of various forms of vocational education with no state aid whatever is convincing proof that state aid is not an indispensable factor in the development of vocational education. The beginning of vocational education in New Hampshire dates back to 1906 and at the present time there are over thirty schools with courses in commerce, thirteen in agriculture, eighteen in domestic arts, four in mechanic arts. This does not mean that schools give one-year textbook courses in agriculture, etc., but it means a complete four-year course, properly equipped, and taught by teachers especially trained for that line of work and of proved competency.

The principle under which the development of vocational education is going forward in New Hampshire is that it is not for the sake of industry but for the sake of the education of the child. It is held that the industries furnish educational material which can be used in the schoolroom which is equally as rich in educational values as the studies of the older traditional high-school curriculum. That is, an attempt is made to build up the school curriculum around the industries and activities which predominate in the section in which the school is located and to use these industries as the basis of the education of the children of the state. The pure trade-school type of vocational education which admits young children twelve or thirteen years of age for the purpose of teaching them a trade and developing in them specific skill at the expense of general intelligence and adaptability has as yet found no place in the scheme of secondary education.

Rapid reorganization of rural secondary education is taking place. The Colebrook High School, which is typical of the readjusted rural high schools of the state, has been described in a bulletin issued by the United States Bureau

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Old Man of New England Schoolmen.

SCHOOL CONDITIONS IN RHODE ISLAND

By State Commissioner WALTER E. RANGER

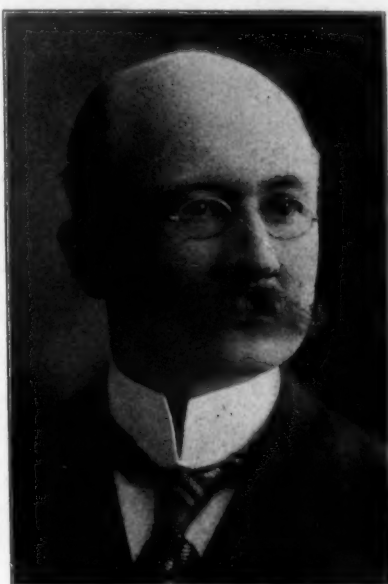
In "A Comparative Study of Public School Systems in the Forty-eight States," published not long ago by the Russell Sage Foundation, Rhode Island ranked as eleventh in ten educational features, selected as tests of quantity and efficiency. She was given a place in the first group of states on five tests, in the second group on three, in the third and fourth groups on one each. She was first in the length of a school year of 193 days, fourth in the average number of school days (116) per child, fifth in value of school property relative to school population, (\$78 per child), fifth in high school attendance, (84 to 1,000 in elementary schools) and ninth in teachers' salaries, the average annual salary being given at \$607, which was actually \$644 for 1910, the year taken for the study, and which has now risen above \$670.

The lower ratings on the other tests indicate characteristic conditions of a state whose population is largely urban and whose highly developed industries compete with the school for the time of youth when free from compulsory attendance. While only 81.1 per cent. of the entire school population attended school in the year under review, more than 94 per cent of all children between 7 and 14 years of age, the compulsory age, were enrolled the same year. The very efficiency of the school system graduates children from the elementary grades at an earlier age. Our loss in school education is clearly among youth more than fourteen years of age, and our next gains in educational quantity must be made by lengthening the period of required school attendance. Nearly one-half the public's children over fourteen years of age who are out of school on work certificates are idle, and the value of child labor to our industries is too small to compensate our loss in education.

The lower rank of Rhode Island on school expense for each pupil, while showing too low expenditures, indicates the economic advantage of a state of compact population and of a well organized school system. The average number of pupils to a school (meaning one room) in Rhode Island is thirty-seven. Less than ten per cent of our schools are one-room, one-teacher schools. More than ninety per cent of our pupils attend well organized city or town schools under efficient administrations. These conditions not only make for efficiency, but afford real economic advantages. Good schools with conservative expenditures always have popular support. Again, Rhode Island's lowest test, that of school expenditure relative to wealth, is partly due to the great wealth per capita of the population; but it shows that she has not made the most of her economic advantages, and reveals possibilities of great advances in public education. Rhode Island has the means to make the best schools, and the rise in tax rates and the increases in expenditures in recent years give promise of future improvement.

Progress and School Legislation.

School conditions and school progress in Rhode Island may be best appreciated in their relations to past development of public education, which has always been characterized as much by a conservation of things proven as by progressive thought and endeavor. In all the past, Rhode Island has made quick response in educational movements, kept near the front in educational progress, and has often taken the initiative in important school improvement, having had, for example, the first professional school superintendent, the first public open-air school, and the first pure state system of teachers' pensions. But, her progress has been with-



HON. WALTER E. RANGER.

out revolution or radical reform, though marked by far-reaching changes, such as the displacement of the district by the town and city system of schools, or the exclusive state certification of teachers.

Another characteristic of Rhode Island in educational experience is the practice in school legislation. Comparatively few laws are enacted, since large powers are entrusted to the state-education department and again to town and city school communities, whose rules and regulations have the force of law. Laws are usually enacted in brief outline and the State Board of Education is empowered to make rules for carrying them into effect. Again, towns in the state are free to make school provisions, not in conflict with law, without waiting for the special authority of statutory enactments. For example, high schools had been maintained for nearly half a century before there was any legislation on secondary instruction. For these reasons, our school laws sometimes give no hint of important educational experience, though sooner or later practice generally becomes established in law, and often important school progress is initiated by legislation.

Another feature of school administration in Rhode Island is its methods of state support and direction. Some twenty-six different appropriations are made annually by the state for distinct purposes, such as teachers, supervision, apparatus, industrial education, medical inspection, etc. These appropriations have been greatly increased and new ones have been added in recent years. Through them and through the activities of the state education department the state assumes large responsibility for efficiency in school administration.

New England Progressiveness.

A chief characteristic of a New England state in educational experience is that it is like the others. Each one can give a good account of itself in school progress and can present a goodly record of taking the initiative; but in all permanent advance, with few exceptions, the leader for the time being soon finds the other five keeping step forward with him. Such was the story of the transition of school education from private to public support and control, of the institution of state departments of education, of establishing normal schools and the professional training of teachers, of public secondary education, of compulsory attendance, of professional supervision and of many another important element in school education. In common with other states, Rhode Island has reaped the benefits of such elements of progress

as the abolition of school districts and the establishment of town and city systems of schools organized as parts of a state system of public education, as the union or consolidation of schools, and transportation of pupils, with state aid, and as the extension of supervision with state aid. All these gains in school administration appear in present school conditions and are related to more recent progress.

In recognition of the fact that the teacher is always a vital factor in school education, no matter of school administration has received more attention than the improvement of the teaching force. As a result of well directed legislation and administration, more than 77 per cent of teachers in Rhode Island are of professional rank, namely, 61 per cent being graduates of high schools and, in addition, of normal or training schools of high rank, employed chiefly in elementary schools, and 16 per cent being college graduates with professional preparation, employed chiefly in high schools. Of the remaining 23 per cent, many are graduates of high schools and have attended normal schools and all have passed required examinations.

The high standard of teachers in Rhode Island is due to several causes. For fifteen years the state board of education has determined standards and no teacher can teach in the state without a certificate of qualifications from said board. Furthermore this board has charge of the Rhode Island Normal School and has so directed the training of teachers as to meet desirable standards and supply well qualified teachers. There are now less than 400 changes of positions each year among 2,400 teachers. Half of these are promotions and transfers. Already our normal graduates are sufficient to supply the places of two-thirds of retiring teachers. The average length of service of all teachers employed is thirteen years. The aim of state administration is to provide that a professionally trained teacher is available for every school.

As another agency for this end, a year ago the state board of education, under a special legislative enactment and appropriation, entered into an arrangement with the department of education of Brown University for the professional preparation of superintendents, principals, and high-school teachers. Free scholarships are provided for such courses by the state.

Teachers' Salaries and Pensions.

Other steps recently taken to raise efficiency in teaching are a minimum salary law and a state-pension system. No teacher can be lawfully employed at an annual salary of less than \$400. This law at once affected 212 positions and eliminated our weakest teachers. A full account of Rhode Island's pension system cannot be given here, but its workings and results have much significance in school administration. In the past six years 114 teachers have been retired from a service of 35 years on annual pensions, varying from \$500 to \$114.50, and averaging \$345.42. The number on the pension roll has been decreased by death to 102. The state makes an annual appropriation for the payment of pensions, and has already expended for this purpose \$123,986.74. The influence of a pension policy on the teaching force is already apparent, and without question it is an economic means for increasing the efficiency of schools.

Attending these movements, there has been a constant rise in teachers' salaries. Changes of position among teachers have become less frequent. Under local administration most teachers practically have a tenure of position, but

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VOCATIONAL EDUCATION

WITH PARTICULAR REFERENCE TO ITS DEVELOPMENT IN MASSACHUSETTS

By R. O. SMALL, Deputy Commissioner of Education

The time has come when two types of education are commonly accepted as necessary; general, and vocational education.

So-called liberal education for all has been defended upon the theory that promoting the intelligence of the citizen indirectly influenced him in becoming a good workman.

As long as systems of apprenticeship introduced the youth of our country to the trades and professions in sufficient numbers and with adequate training to meet demands, this theory squared well with the facts. With the increased claims of changed conditions of society and trade practice, there came the realization that the indirect influence of liberal education was not adequate preliminary training for the vocations.

Special training for those intending to enter the traditional professions was offered first. Technical schools for the leaders of those industries established in the pursuit of the liberal and practical arts followed. Normal schools for prospective teachers and commercial schools for those intending to enter mercantile pursuits came in succession.

Beginnings in Massachusetts.

In 1872, the legislature of the Commonwealth of Massachusetts placed on the statute books a law, authorizing the establishment and maintenance of industrial schools by any city or town. The evening trade school at Springfield opened in 1898, was the first school established under this authorization.

Textile schools, the day courses in which were specially technical, were established at Lowell, New Bedford and Fall River between 1897 and 1904.

In accordance with Chapter 94 of the Resolves of 1905, a Commission on Industrial and Technical Education was appointed by Governor William L. Douglas.

According to the phraseology of the resolve this commission was appointed to "investigate the needs for education—in the various industries of the Commonwealth—to consider what new forms of educational effort may be advisable—and to report to the General Court."

This commission presented in part the following conclusions: "The productive industries of the State, including agriculture, manufactures, and building, depend mainly upon chance for recruiting their service. The industries of Massachusetts need in addition to the general intelligence furnished by the public-school system—a broader training in the principles of the trades. Whatever may be the cost of such training, the failure to furnish it would in the end be more costly."

The Second Commission.

This commission also recommended legislation which was embodied in Chapter 505 of the Acts of the General Court of 1906, whereby a Commission on Industrial Education was appointed and "charged with the duty of extending the investigation—and the introduction of industrial education in independent schools." It was given "powers in the conduct and maintenance of industrial schools for instruction in the principles of agriculture and the domestic and mechanic arts."

Industrial education was authorized in independent schools and also in new day or evening courses in high or manual training schools. A proportionate scheme of reimbursement by the state was provided for municipalities establishing schools or courses under this act.

This commission engaged vigorously in a propaganda for interesting communities in the



MR. R. O. SMALL.

subject of industrial education. Under it a large body of profitable experience was gained and by it a number of schools were established. Six day schools, and evening schools in ten municipalities were conducting classes at the close of service in 1909.

The pioneer work of the period covered by this administration was of great value and rich in contributions to the cause of vocational education in this country.

By Chapter 457 of the Acts of 1909, the functions of the State Board of Education were increased to include the work of the Commission on Industrial Education. Provision was made for a Deputy Commissioner of Education to take charge of this type of educational work. The conduct of the work has been directly in charge of that office since the appointment of the first incumbent, Mr. C. A. Prosser, in 1910.

The principal statutory provisions, under which the work is now carried on, are those provided in Chapter 471 of the Acts of 1911; Chapter 106 of the Acts of 1912; Chapter 805 of the Acts of 1913.

The Plan of Administration.

Discussion or argument regarding the necessity for industrial education would now seem to be unnecessary; the need for young workers with greater industrial intelligence and skill is patent. There is however no established theory or body of theories accepted by educators and employers as to a practice which will satisfactorily meet this need. Progress has been made in formulating theories upon which practice has been based.

The commonly accepted practice in Massachusetts is that "the state shall contribute one-half of the cost of the maintenance of schools devoted to industrial, household, and agricultural education of a vocational nature." This contribution toward support is conditional upon approval by the Board of Education of specific phases, such as organization, equipment, qualifications of teachers, etc.

The present interpretation of the intent of this dual partnership of state and municipality is that the local boards of control shall establish and administer the schools in every particular, while the state shall determine standards, define terms, give advice, and examine for purposes of approval.

Problem of the Fourteen-Year Old.

Minors fourteen years of age who have attained a certain educational requirement are

permitted to leave school and seek employment. Commonly this is at the age of fourteen. Vocational education should be offered to the youth at this period as an alternative to employment.

Attendance upon all-day or part-time vocational schools by pupils fourteen to sixteen years of age presents neither the physical nor practical grounds for permission to attendance upon evening courses. Evening courses should not be offered to minors under seventeen years of age.

Pupils should be retained in these day schools for periods ranging from a few months to six years. The length of this special schooling differs with the individuals. Age, maturity, capacity, and body of practical experience gained before entrance, are factors which should determine the length of this training.

Previous to the conclusion of the compulsory school period an opportunity for participation in prevocational work should be given. It may be expected that courses devised for pupils of this age, offering agriculture, commercial, household arts and manual arts instruction would establish a ground for vocational choice.

The Three Types of Vocational Education.

Vocational education should be offered in schools of three types—all-day, part-time, and evening—with a great variety of differences in each type and probably with a mixture of types. The value of each type of school appears peculiar to the group of pupils it is adapted to serve.

For the group of minors just released from compulsory school attendance and able to remain at school, the all-day school would seem to offer greatest opportunities. For the minors of this age group, but under different economic conditions, a part-time or co-operative day school offers certain advantages.

For minors possessed of physical stamina and maturity, already established in some gainful pursuit, and for the adult worker, evening schools offer unquestioned chance of improvement. In these schools there should be offered courses in related technical studies, or practical work in the regular or a related industry or process. It is clear that opportunity should be given in these schools for girls and women engaged in other capacities to pursue courses in home-making.

Character of Vocational Training.

Education which is denominated as vocational must furnish liberal opportunity for participation in productive labor. This practical work should precede and go with the technical study.

In the preparation of pupils for industrial pursuits there is little general training which can be given as a common basis from which differentiated skill of recognized trade value can be gained. Effective instruction will probably result when it is limited to some particular phase of an industry. Instead of considering these schools in the traditional manner, as organized to accept pupils in large numbers for purposes of giving them a large body of common instruction, a more effective scheme of vocational training should be devised if we consider them as organized to serve a series of groups of pupils in training for specific kinds of work.

The Massachusetts plan acts upon the theory that, in the making of a practical carpenter, drawing, science, mathematics, and the like should be pursued in touch with the carpenter's trade. In actual practice the boy should participate with the craft in productive labor and

pursue his theoretical training along lines which function in his trade.

The very best opportunity for securing practical experience would seem to be set up where a co-operative arrangement between employers and the schools can be established. Responsibility for the educational program set up must be placed where it belongs, that is, with the local school authorities.

Prevocational Work in General Schools.

It is probable that much work of great prevocational value can be carried on as additions to programs in schools now offering liberal education, but it is very doubtful if vocational education can be successfully undertaken by these schools. A type of school having specific relations to industries is necessary in a profitable scheme for vocational education. The control of these two types may be common but the conduct should be separate. This is not a criticism of the prevalent type of school. A frank consideration of the differing objectives of each type of school forces the conclusion that they are more definitely reached by separate organizations.

Manual training and household arts' courses as conducted in established schools offer but a few hours of training weekly. Vocational schools should offer at least fifty per cent of their program in productive labor and the program should be continued during a longer school day, week and year than is the common practice with public day schools.

Vocational education should mean adequate training for an industry and placement in the industry. Those who fear that this type of education will destroy the intellectual life of the pupils engaged in its pursuit, evaluate altogether too highly the place of academic instruction in training the intellect, and underestimate the value of closely correlated work in thinking and doing. They understand neither intellectual life nor vocational education.

At present and for some time to come great difficulty will be experienced in securing instructors for vocational schools. The state must undertake the work of training them. An intimate knowledge of the industries gained by participation in gainful employment and mastery of a trade or trades, would seem to be an indispensable requirement. A second important qualification would be the possession of some teaching ability. There seems to be only one way of securing such teachers. Young men and women who have secured the practical efficiency must be trained to teach.

The Vocational Schools of Massachusetts.

The state-aided vocational schools of Massachusetts are designed to fit the boys and girls over fourteen years of age for employment in

the shops, on the farm, and at home. As yet these schools have not been designed to provide for minors entering commercial pursuits.

These schools are supported jointly by the state and the municipalities establishing them. The local community furnishes and equips the building and operates the plant. The state reimburses one-half the cost of maintenance of all approved schools.

These state-aided vocational schools have been organized to give full-time, part-time or evening work. Some schools give all types and some give only one type of work. The functions of these schools and the ways they serve their communities are stated briefly in the following definitions.

"A full-time school is a school whose length of session is such that attendance on the school occupies practically the entire time of the student during the day, so that except for casual occupations, he is unable to enter profitable employment outside the school during the portion of the year that the school is in session."

"A part-time school is a school receiving into certain courses persons engaged in profitable employment during the remaining portion of the working week."

"An evening school is a school giving supplementary trade instruction, household arts or practical arts' courses limited to persons over seventeen years of age who are employed during the day."

Vocational School Statistics.

Approved state-aided vocational schools are in operation in thirty cities and towns of Massachusetts. By legislative provision attendance upon all of these courses by non-resident pupils is permitted under certain conditions. In the event of admission to these schools the municipality where the pupil resides pays the tuition and is reimbursed by the state to the amount of one-half.

The following table gives the number of these schools listed as to functions:

Number of approved state-aided vocational schools in Massachusetts (classified as administrative units).....	37
Number of cities and towns in which these schools are located.....	30
Number which are day schools only.....	7
Number which are day and evening schools.....	8
Number which are continuation schools..	1
Number which are evening schools only..	10
Number which are agricultural schools only.....	2
Number which are agricultural departments in high schools.....	9
Total	37

New schools are under consideration in a number of places.

The status of the state-aided vocational schools as to number of pupils is shown by this table:

Full-time schools	1,900 pupils
Part-time schools	250 pupils
Evening schools	5,050 pupils

Total

During the school year last reported ninety-nine courses in forty different subjects were given in state-aided evening vocational schools. These courses were offered to students engaged in the following trades:

Building Trades.
Electrical Trades.
Engineers, Janitors and Firemen.
Granite Workers.
Jewelry Workers.
Machine Trades.
Shipfitters.
Woodworking Trades.
Textile Trades.
Women's Industries.
Household Arts for Women.

Instruction in 54 departments representing thirteen different trades was offered in the day schools. The trades represented include:

Machine Shop Work.
Automobile Work.
Steam Engineering.
Electrical Work.
Patternmaking.
Cabinetmaking.
House Carpentry.
Printing.
Dressmaking.
Millinery.
High Power Machine Work.
Home Making.
Textiles.

Agricultural Education.

In addition to the work done at Smith's Agricultural School, vocational agricultural departments were in operation last year at five high schools. This work will be continued this year. Two county high schools and four new departments in high schools have been established and start upon their work this fall.

In these schools and courses the work is unified in a system connecting the home-farm work of the pupils with the classroom instruction. The scheme of work devised provides productive home-farm operations carried on for profit by the pupils at the same time that they are studying the agricultural science bearing upon these operations.

(Continued on Page 55)



SUPT. STANLEY H. HOLMES,
New Britain, Conn.



SUPT. CHARLES S. CLARK,
Somerville, Mass.



SUPT. ALLEN P. KEITH,
New Bedford, Mass.



SUPT. HECTOR L. BELISLE,
Fall River, Mass.

Prominent New England Schoolmen.

Features of Public Education in Connecticut

By HON. CHARLES D. HINE

General school conditions in Connecticut are not unlike those of other New England states, and need no special comment. Some special developments in the state are worthy of mention and these are here enumerated with brief comment.

The district system, under which all the New England school systems were instituted, has been slow to die in Connecticut. Fourteen towns and cities, out of 168 still manage their schools under this system.

There is no state law compelling towns to furnish free textbooks. The existing law provides for local option and a vote may be taken at any annual town meeting. One hundred and twenty-nine towns have voted to furnish free textbooks and 39 continue under the old system.

Among the hopeful features of the educational situation may be mentioned, the grants for educational purposes, the traveling library system, the teachers' bureau, the appointment of supervisors who are directed by the state board, the state trade schools, teaching of agriculture, the rigid laws relating to labor and school attendance, and the provision for enforcing such laws.

State Support of Local Schools.

The principle that the wealth of the state should contribute to the needs of the state and that educational opportunities must be equalized by aiding small communities of small resources actuates the state in making generous grants for expenses of schools in small towns. The interest of the school fund, averaging \$110,000 per year—the income from a sum of about two million dollars which was acquired by the sale of a large part of Connecticut's western reserve lands, is now merged with other funds appropriated for school purposes, and since 1893 a grant of \$2.25 per enumerated child between 14 and 16 years of age has been apportioned to each town to be expended for teachers' wages.

The establishment and maintenance of evening schools have been encouraged by grants on the basis of average attendance. The sum of \$9,676.69 was distributed in this way in the year 1911-12.

For the benefit of towns too small to maintain high schools, \$30 per student for tuition and \$20 per student for transportation have been granted toward the expense of sending high-school pupils to neighboring approved high schools. The approval of high schools is based on examinations by a Yale professor, appointed as high-school inspector by the state board. The inspection covers the course of study, and teaching and school equipment. The report on each school is laid before the board, and copies of the report, with the criticisms and recommendations of the board are sent to the local school officers.

For further increase of teachers' salaries, a grant conditioned on average attendance, the local taxes for schools and the grand lists of the towns, is made. In the year 1911-12, \$126,789.56 was granted to 78 towns.

Improving Supervision and Teaching.

The state provides in three ways for the extension of school supervision; in supervisory districts of two or more towns, one-half the salary of the superintendent may be paid by the state; in towns employing between twenty and thirty teachers, one-half the salary of the superintendent may be paid by the state; in towns employing not more than twenty teachers, the state board of education, may upon request of the town appoint a superintendent, who shall be paid by the state.

In order that the small towns may have a larger number of teachers with normal training,

the law provides for the payment of the living expenses of one normal-school student from each town having a grand list of less than one and one-half million dollars. The list includes 87 towns. The students receiving this assistance contract to teach for three years in one of the towns from which the students may be chosen.

A law of long standing provides for a grant to schools for the purchase of library books and physical apparatus. This grant is conditioned upon the appropriation of an equal amount by the town or district and is limited to five dollars or, in case no previous grant has been made, to ten dollars for each district, or for each 100 pupils or fraction thereof.

Libraries and Reading.

Reading in schools is stimulated by the circulation of traveling libraries, under the direction of the Connecticut public library committee, a committee appointed by the state board of education.

The state organizations of the Society of Colonial Dames and the Audubon Society have contributed books, pictures and stereopticon lectures and lanterns, which, with those owned by the public library committee are loaned to schools through this committee. In the year 1912, 735 collections of books, 374 collections of unframed pictures and 130 framed pictures were sent out to schools, and the total circulation of the traveling library books reported by the teachers was 37,797.

Professional reading is promoted by a teachers' lending library in the office of the state board, consisting, at present of 803 volumes and having an annual circulation of about 500 volumes. There is no limit of time for the loans. The books recommended by the state teachers' league are added to the library each year.

The state board serves school supervisors, town committees and teachers by a teachers' bureau, conducted in the office. This is primarily for the purpose of securing positions for normal-school graduates, but is not restricted to them. The training, teaching record and professional qualifications of each candidate registered are noted, and this record is kept up-to-date by the addition of the supervisors' estimate at the end of each year. In the last year 539 applicants for teachers' positions were received and 143 requests for teachers were made by supervisors and committees.

State Control of Supervision.

Reference has already been made to the appointment of supervisors by the state board of education. This system is advantageous, not only because the towns are relieved of the expense of supervision, but because of the unity which it gives to education in the state. The supervisors report directly to the state board, and meetings of the entire force conducted by the secretary of the state board and group meetings conducted by the supervisors afford opportunity for discussion of problems and methods of work. A committee of supervisors is appointed to visit schools under state super-

vision and reports are made on the conditions in each town and the quality of the supervision. These supervisors follow a course of study suggested by the state board, and make use of all aids published and distributed by the board. The Connecticut method of teaching primary reading, by means of reading leaflets published by the state board and suggested word drills, has been used by the supervisors with surprisingly good results.

Through the supervisors, under the direction of the secretary of the state board of education, the rural teachers who have not had the advantage of normal-school courses are trained. Teachers' meetings are held regularly in each town, and teachers' institutes bring together larger groups of teachers for instruction by normal school teachers, supervisors and expert educators.

Special Activities of Supervisors.

An experiment which has been tried in several towns under supervision received the sanction of the legislature of 1913. Model schools were established in the towns for the observation and instruction of the teachers of the towns. The legislature granted \$3 a week for each teacher in such schools, provided the town pay no less than \$10 a week, and not less than was paid in the same school the previous year.

The supervisors are instructed to hold one public meeting a year in the interest of education in each town, for the purpose of presenting school problems to the parents and other citizens. Often part of the evening is devoted to public library interests and to co-operative efforts of libraries and schools.

In 1913, the state board of education set aside a day as library day, and issued a suggestive program for its celebration. The supervisors appointed by the state board were instructed to direct their teachers to observe the day. The results of this effort were immediate and far-reaching.

The advantage to the state of having a band of 35 supervisors, alert and loyal young men to carry out the policy of the state board of education, watchful for the best interests of their 89 towns in every respect, and communicating constantly with their teachers, with each other and with the state board is manifest. Rural schools are relieved of many hindrances with which they are usually hampered and are in as favorable position for progress and efficiency as highly organized systems. Noticeable results of the system are improvement in the condition of school buildings, decrease in the number of one-room schools through consolidation, increased number of children entering high school, greater interest on the part of school officers and parents. Only twenty-four towns in the state are now without supervision. Eighteen towns entitled to the supervision grant from the state are not receiving the grant.

Trade Education.

The state trade schools are a recent development in the state educational system. Pursuant to an act of the legislature of 1909 such schools were established by the state board of education in New Britain and Bridgeport.

These schools admit boys and girls over fourteen, without any educational tests, reserving the right to reject applicants not adapted to the trade, or to advise a change of trade after a three months' probationary period. There are day and evening sessions, the day session occupying nine hours, two and one-half of which are spent in preparation for practice work and the remainder in actual work. The courses include, drafting, carpentry work, patternmaking,

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Number of Pupils Enrolled in the New England Common Schools in 1910-11.—Estimated Private School Enrollment for Same Year.

States.	Public Schools.	Private Schools.
Maine	144,582	16,782
New Hampshire	62,294	15,104
Vermont	68,831	6,000
Massachusetts	538,845	102,273
Rhode Island	84,037	16,314
Connecticut	193,055	45,716

*Approximate.
The figures in this and the following tables are taken from the Report of the United States Commissioner of Education for 1912.

The Administration of Country Schools

By H. W. LEWIS, Superintendent, Randolph District Union Schools, Randolph, Vt.

Any attempt to express new ideas or speculations relative to the country schools, might in the light of all that has been said seem almost futile. Accordingly, the writer shall only hope and be content, if he be able to state clearly a few opinions concerning the administration of country schools, and these in the light of his own experience.

For some years it has been my privilege to have the welfare of nearly fifty schools committed to my care as District Union Superintendent. Among these are two small high schools in rural communities, three graded country schools and forty-odd one-teacher schools, thoroughly rural.

Problems Not Easy.

The problems of efficient administration that confront a supervisor in a new field are not easy. It is inevitable that he will find wide differences in the standards and methods of teaching, in the character and equipment of the school buildings and in the public spirit and generosity of the several district committees. To overcome local prejudices, to root out long-standing practices and to level up all of the schools of a newly-formed union to a high plane of efficiency requires on the part of a superintendent not only a thorough grasp of educational principles, but also much common-sense, tact, energy and hard, persistent work.

Being the pioneer man for the Randolph union, the entire field for working out administrative functions was open; and like a mariner on an unknown strand, I pushed off. It was some months before I truly awoke to the fact that I was sailing my bark without a definite port in view and practically without a chart or compass. The port was never definitely selected until I had arrived at some kind of an idea as to the function of the schools in my charge and the chief end of education as it concerned my boys and girls.

Definite Policies Needed.

Before there can be any administration of country schools that is truly effective there must be a well-thought-out, carefully formulated, clearly defined policy. It must be of such a nature as to conform to local demands and meet needs peculiar to the community or communities which it is to serve. And as the constantly changing conditions in a country community renders the forming of a policy difficult, likewise does it become more and more necessary.

The rural school is subject to a great many more unstable, varying conditions than is the urban school. The weather affecting the roads, the migratory disposition of farm tenants, and the constant change in teachers are only a few of the fundamental troubles that confront the rural schoolman.

Therefore the greater necessity for a carefully formulated policy; and the larger and more comprehensive should be its scope. This state of affairs calls for accurate teleological thinking on the part of the administrative head. For the want of this very thing many country schools have been, and are even now, but chaotic hodge-podges. Without standards of ideals, they have been breeding places for inattention and careless laziness. Here grinning disrespect is reflected in obscene carvings, and in after years is visibly characterized in the questionable story teller and saw-dust-box store sitter. It is gratifying to know however that the day of more intensive supervision is at hand and these undesirable conditions are rapidly falling away.

Understanding Between Board and Superintendent.

In the administration of country schools there is nothing quite so important as an understanding on the part of both the superintendent and board members. They should be thoroughly agreed as to what is to be done, and how it is to be accomplished. This unity of mind can best be arrived at in regularly appointed meetings, where the so-called policy is carefully threshed out and understood alike by both. Supervisor and board should, therefore, be mutually agreed as to the intent of every new plan and the machinery to be employed in attaining its end. Any indefiniteness or uncertainty on the part of either the board or superintendent, as to what the school policy is, the chief end it is to conserve, and the means by which it is to be made effective, may defeat honest effort and preclude results sought. In evolving any workable scheme the parties thereto become in their thinking a unit.

This has many advantages. First the joint-board members necessarily represent extensive rural centers and communities, and severally are much better able to understand their constituency and interpret to them the ideas and plans suggested by their school superintendent than is the superintendent himself. This works both ways. It not only makes it possible for the board members to explain to their constituency the plans of the superintendent; but also for them to advise with him regarding local conditions as seen from the standpoint of the parents and taxpayers.

Community Support and Co-operation.

This leads me to speak briefly of community support and co-operation. Since by the laws of nearly all states, supervision for the rural schools is subject to the will of the popular vote for its inception, continuation and support, the success of every superintendent depends largely upon local good-will. I am frank to say that I have made many mistakes in failing to arouse local co-operation, and both I and my work have suffered accordingly, as other ignorant or willful offenders have in the past and will continue to do in the future.

A superintendent may have all the equipment of accurate knowledge of educational science, of a splendid corps of teachers, of a well-arranged course of study and fail miserably because of the lack of community sympathy and co-operation. There can, in the rural districts of New England be no permanently successful

supervision without a thorough understanding and a sympathetic attitude on the part of the superintendent toward the children and their parents.

A Superintendent's Mistakes.

There is little hope for the superintendent whose mistakes are of the heart and whose services have failed to receive proper recognition, due to a closed up personality of purely subjective interest; because "no one likes him". And "it were better for him that a millstone were hanged about his neck and that he were drowned in the depth of the sea;" for he has knowingly offended one of the *little ones*.

On the other hand, if a superintendent's mistakes are a matter of the head, those errors in judgment, or tact which every man makes, there is doubtless some hope of success for him. In this instance the failure to assimilate and affiliate with his people may be due to one of two things. Usually his contact with men has been too limited to render him capable of interpreting his immediate social environment from the people's point of view, and therefore his conclusions are not accepted at all or are questioned by those of differing opinion. Give such a man larger views, greater experience among men of affairs and an intense desire to serve and we shall have a true administrator in that community.

Then, again, when a man becomes a true student of the many school problems constantly presenting themselves for solution, there is danger that his attention and interests will become so intensified in ideas abstract in themselves yet born of the tangible, living things and persons all about, as to seem to the onlooker to be neglecting real things for the sake of their shadows. It may be that not a few men have to plead guilty here. However, after all, the average lay member of society is quite incapable of sounding for better or for worse the motives and acts of a superintendent in his struggles for better things. I mention these things in the hope that these may be of some encouragement to other men who may have duties similar to mine and possibly therefore identical experiences.

An Elastic Rural Course Imperative.

In guiding the work of country schools the place of the course of study is not to be ignored. Just what it is and how it is to be used and followed is a matter of no little importance.

I am aware that there is much sentiment in favor of eliminating any pretentious amount of outlined material for rural schools. And there is a tendency to get away from those hard and fixed lines extending to the country boy and girl their educational relations through hoops of iron.

The contention is for a course of study perfectly conforming to the ever increasing needs of the individual, while at the same time so arranged as to serve the larger interests of the aggregate of which the individual is a part. A course thus formulated becomes subservient to the pupils both individually and collectively, while neither the one nor the many become subservient to it. Here promotions will not be confined altogether to either annual or semi-annual periods, but may take place at any time and in any way,—the procedure being governed by the welfare of the larger number.

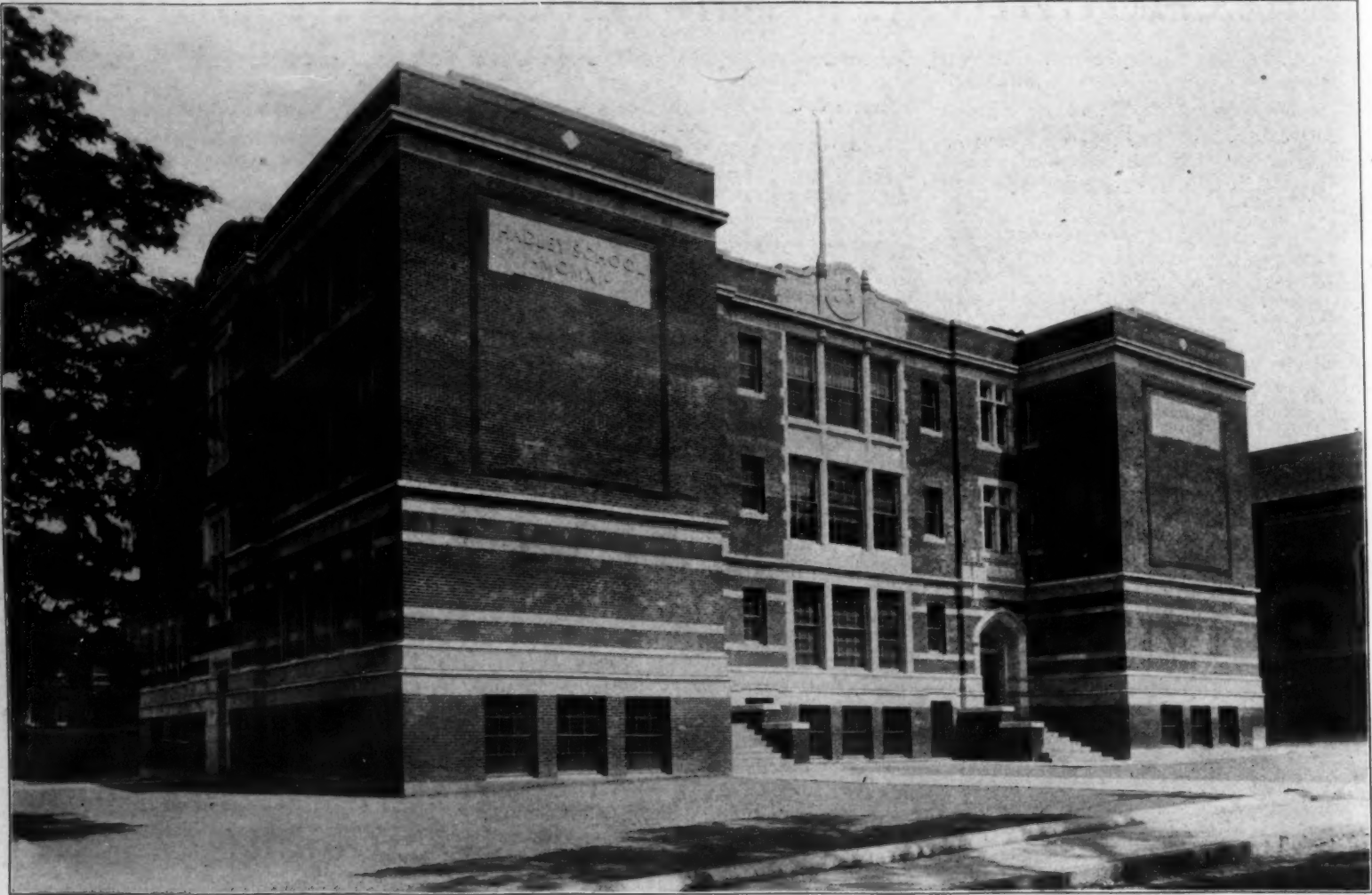
The individuality of both teachers and pupils are thoroughly recognized, and methods stamped as important only as they become sure mediums of desired results.

Before concluding this discussion, I wish to cite some of the minor difficulties encountered

(Concluded on Page 56)



HARRIS W. LEWIS,
Superintendent of Schools,
Randolph, Vt.



NEW HADLEY SCHOOL, SWAMPSCOTT, MASS.

A MODERN FIREPROOF SCHOOL.

If Horace Mann should today make a tour of Massachusetts and visit some of the elementary school buildings constructed during the past year, it would be impossible for him not to enthuse over the remarkable advances which have been made in the design and construction, in the equipment and sanitary conveniences of schoolhouses.

A building like the new Hadley school at Swampscott, would interest him for several reasons. The school houses a complete grade school of 700 children in sixteen classrooms, arranged in three stories.

In the basement, in addition to the usual play and service rooms, there are two well-lighted rooms for manual training and domes-

tic science. The auditorium, on the first floor, will seat 340 to 380 persons, according to the setting of the chairs, and will accommodate 60 to 70 on the stage. The gallery, which is entered from the second floor, is arranged for 140 persons. Of the classrooms, ten will seat 40 children each; and six will seat 50 primary children.

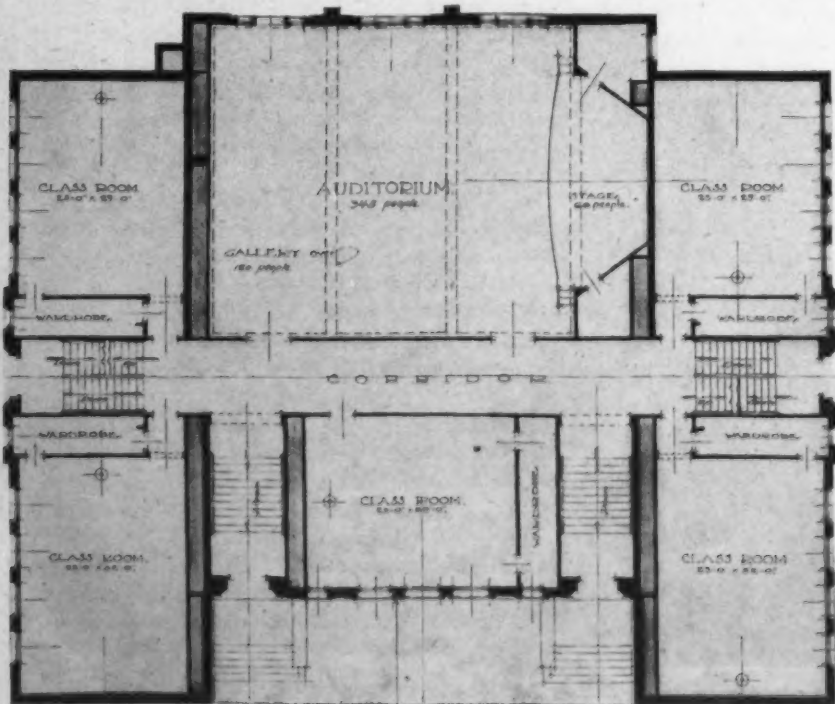
The construction of the building is plain, but substantial. The exterior is carried out in water-struck brick and Ceramic stone trim. All of the interior bearing walls, flues and ventilating stacks are of brick and the floors are fireproof. The roof is of second-class construction. The partitions are of wood-studding, plastered, and the stair partitions are filled with concrete. The stairs are reinforced concrete and have

Terrazzo surfaces. The corridor and wardrobe floors are finished in Terrazzo with sanitary bases, and the office floors are of hard maple. The standing finish is chestnut.

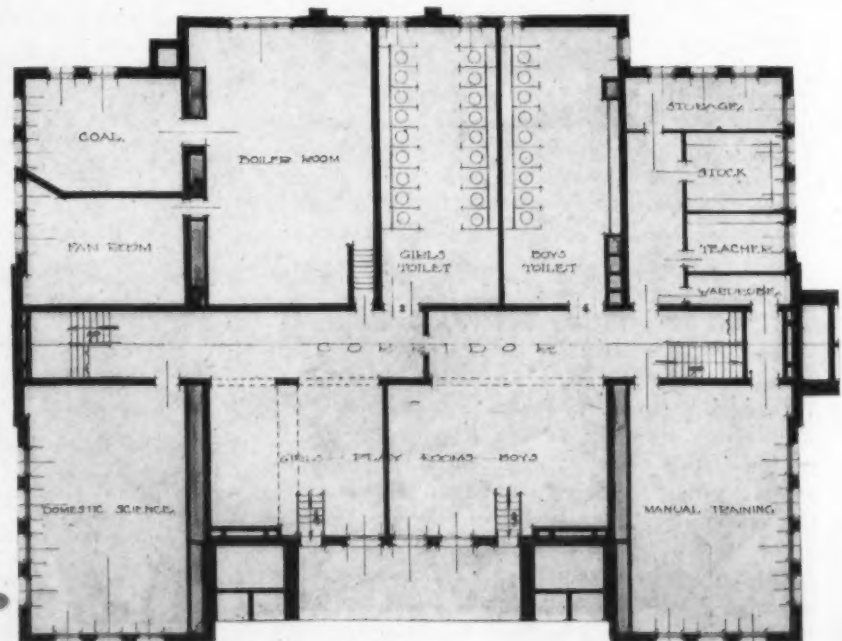
The building is warmed by a plenum fan system, electrically driven. The classrooms have supplementary, direct radiation, under thermostatic control. Steam is generated in two tubular boilers.

The whole building is wired for electric lighting and adequate fixtures have been installed for night-school purposes. The administrative equipment includes intercommunicating telephones, electric program signals and clocks and fire alarms. The plumbing is of the Boston schoolhouse type, with closets and sanitariums in

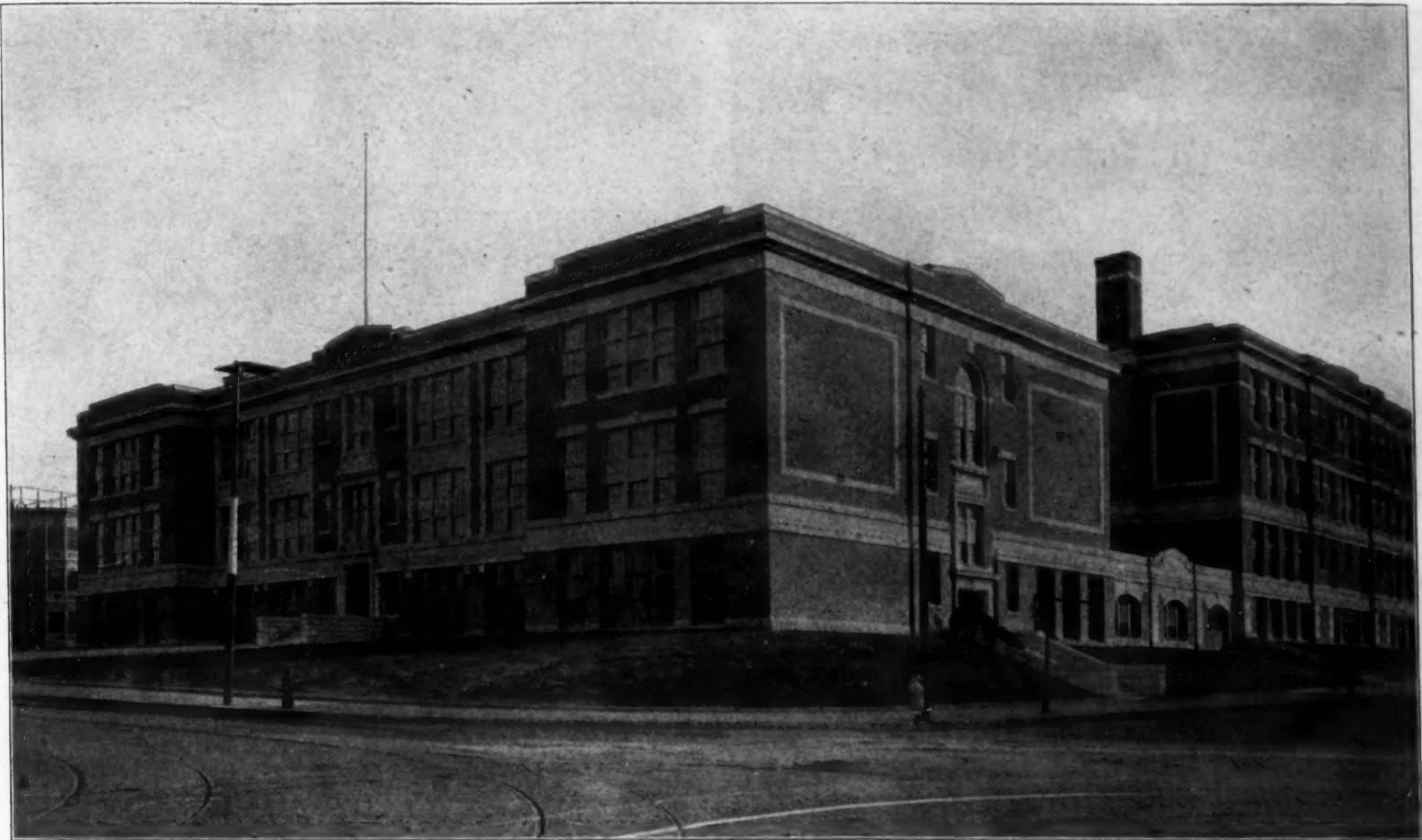
(Concluded on Page 33)



FIRST FLOOR PLAN.



BASEMENT PLAN.



ADDITION, SHURTLEFF SCHOOL, CHELSEA, MASS.
Kilham & Hopkins, Architects, Boston, Mass.

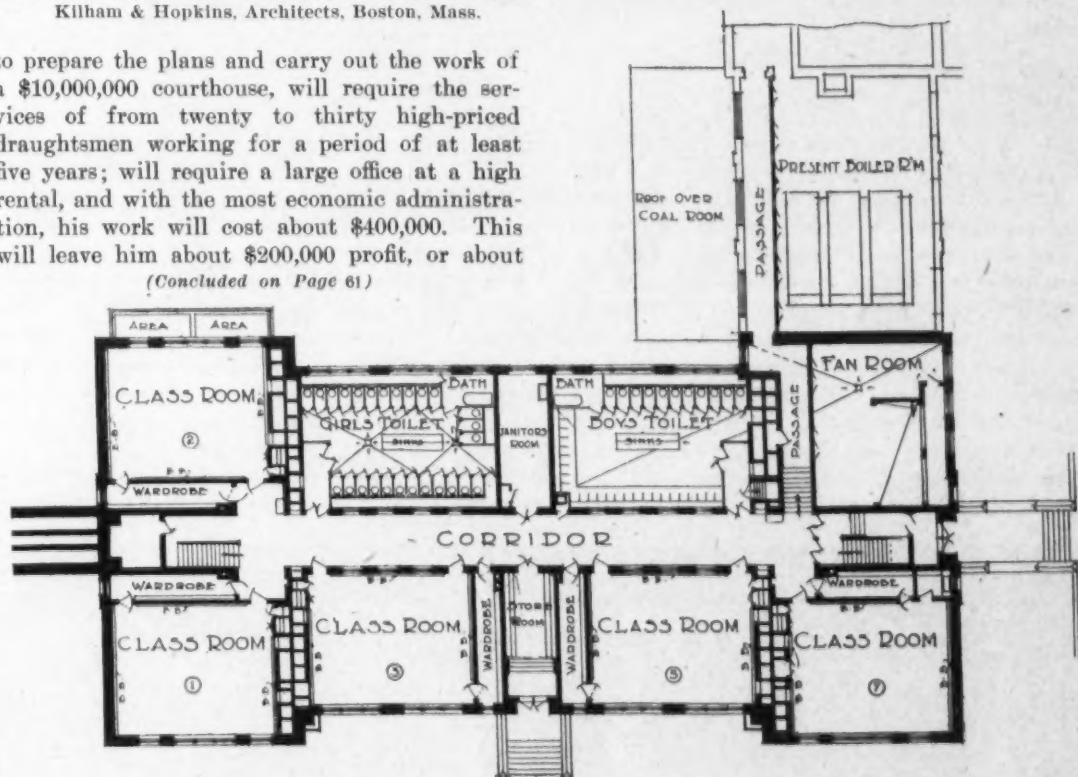
ARCHITECTS' CHARGES.

School-board members who believe that architects' fees are exorbitant will be interested in a communication directed to the editor of the Brooklyn Eagle by Mr. Woodruff Leeming, apropos of the commissions to be paid for the proposed New York County Court House. The statements of fact in this letter are applicable to schoolhouse work. Mr. Leeming writes in part: "The cost to an architect of preparing his drawings and specifications and seeing that they are properly carried out, in offices run on the best business basis, is at least one-half of his commission. This, however, applies only to the general class of building, and not to public and monumental work. The cost is then as high as 75 per cent of the architect's commission. The United States Government prepared a statement which was submitted to Congress (Senate Document 916, Sixty-second Congress, second session), which gave the average cost of preparing drawings and specifications alone, exclusive of superintendence or any other field expenses, for the years 1905 to 1911, inclusive, to be 6.2 per cent. This was for preparing the drawings for the buildings erected by the United States Government and done by the supervising architect of the Treasury, a man known for his great executive ability, and therefore, done with the greatest economy possible. Reports have been submitted by the State Architect of New York showing that the cost to the State for preparing the plans and specifications made in the State Architect's offices exceeds 6 per cent. The cost to the New York Central Railroad for preparing the plans for their new station has exceeded 6 per cent. Therefore, an architect who is able to prepare the plans for a \$10,000,000 building at a cost to him of less than 6 per cent of the total cost of the building, must run his office in the most economic manner possible and take his chance that the work may cost him more than his entire fee.

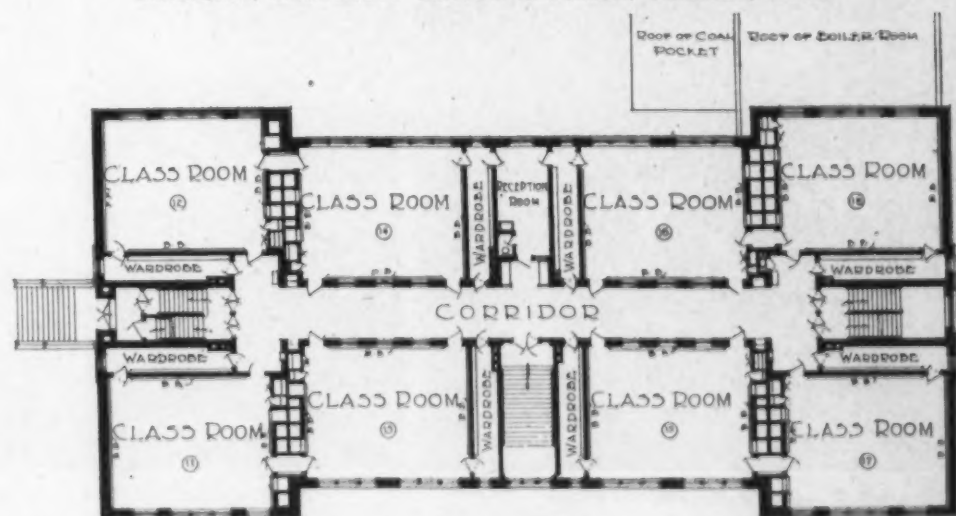
It seems to be the general impression that an architect makes a few sketches taking a few days of his time and for this work receives an enormous fee. The fact of the matter is that

to prepare the plans and carry out the work of a \$10,000,000 courthouse, will require the services of from twenty to thirty high-priced draughtsmen working for a period of at least five years; will require a large office at a high rental, and with the most economic administration, his work will cost about \$400,000. This will leave him about \$200,000 profit, or about

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BASEMENT, SHURTLEFF SCHOOL ADDITION, CHELSEA, MASS.



FIRST FLOOR, SHURTLEFF SCHOOL ADDITION, CHELSEA, MASS.



Few of the early school buildings remain as an inspiration to the designer of today as does this rural school building near Worcester.



SCHOOL, DISTRICT No. 4, SUDBURY, MASS.
Most of us have at some time in our childhood been included in such a group as here shown.

Progress in School Architecture in Massachusetts

By FRANK IRVING COOPER, Architect

Nothing better illustrates the spirit of progress in a community than a collection of photographs showing its old and new school buildings. Such a collection was shown at the recent Congress of School Hygiene held at Buffalo, the result of untiring effort on the part of Mrs. L. D. Goldsberry, assistant to Dr. F. B. Dresslar, Special Agent of the United States Bureau of Education.

Among the great phenomena of our times is the growth of the school idea, and the great sums of money now voted by communities illustrates the popular awakening to the fact that the best type of citizenship is fostered in buildings that show culture in architecture and landscape art.

For over 250 years Massachusetts has supported the free school, but it was not until the coming of that great secretary of the board of education, Horace Mann, that the state awakened to the fact that the greater number of its school buildings was not fit for habitation. In Horace Mann's 12th report to the board he reported with pride that during the twelve years of his service the state had expended the enormous sum of \$2,000,000 for new school build-

ings. The last report of the Board of Education states that \$3,469,940.96 was expended for new buildings in one year.

Much of this large expenditure has been caused by the widespread consolidation of the district schools into one or more town schools, to which the children of outlying districts are transported by the towns, and by the fixed position of the high school in the educational law of the state. Another general movement is the reverting to the social use of the school buildings common with the early fathers.

As shown by Clarence Arthur Perry of the Russell Sage Foundation in his recent Bulletin No. 120 the school building is becoming more and more a meeting place for the community. There is established a branch of the village library, there meet the fathers and mothers to discuss municipal improvements and to hear lectures on social topics; there the young people meet for recreation and there the Grange often finds the most convenient meeting place. The country school plant is becoming more and more a true community center.

The growing wealth of each community and an ever increasing realization of its needs has

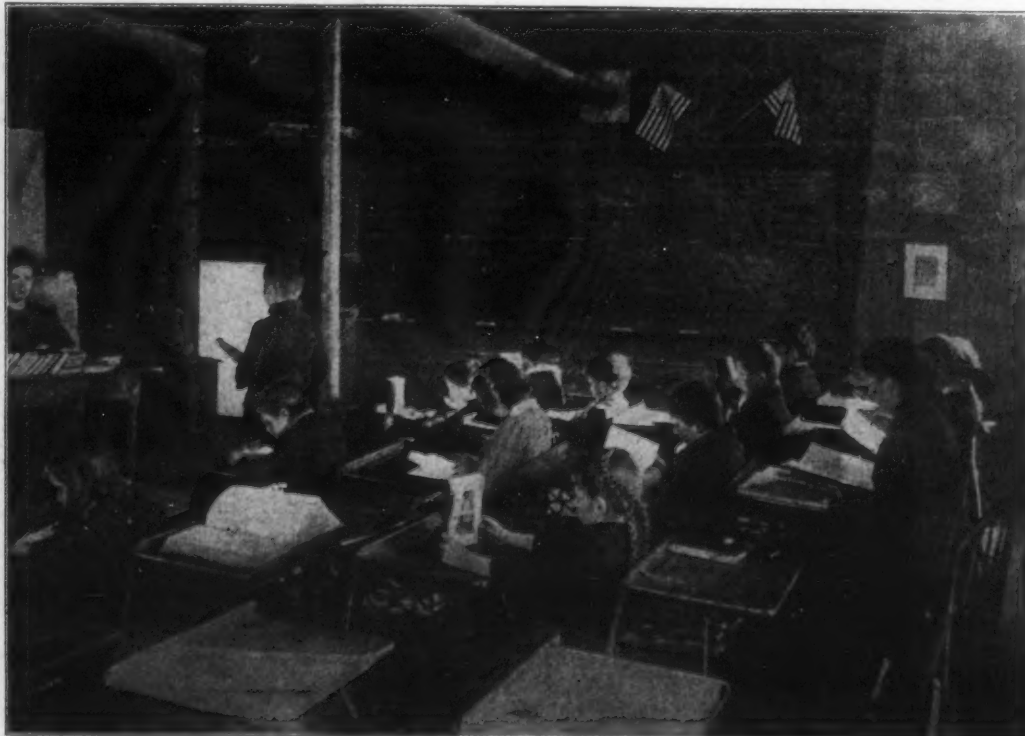
brought a generous response in nearly every town of the state, and the growth in the excellence of the school plant has kept pace with the growth in educational ideals and the efficiency in educational methods.

The beginning of our magnificent school plant was the little red schoolhouse consisting of a single room heated by a wood stove and lighted on two or three sides. The only sanitary arrangements were earth closets—fortunately separate from the building. The only water was held in a pail and a single tin dipper ministered to the need of a room full of thirsty children.

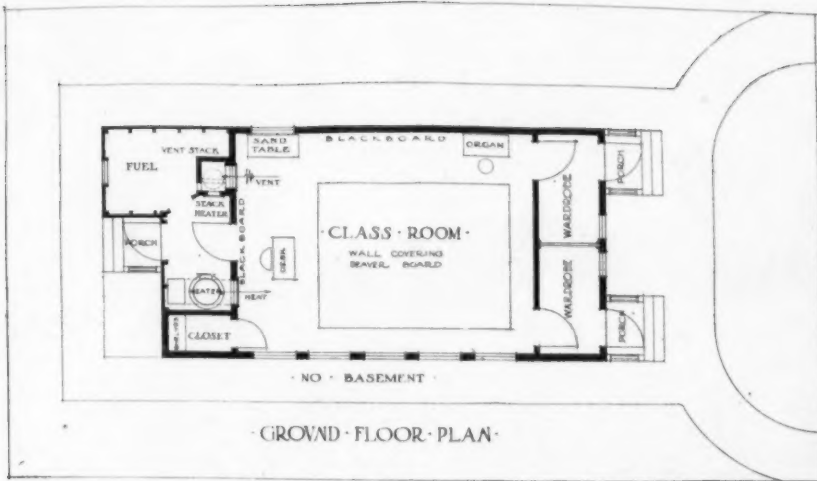
One room became two, three, four. Wardrobes were found essential for each room. A jacketed stove supplied warm air for each room separately, and this method was followed by an air furnace in the basement supplying all rooms with fresh air. Ventilation ducts for taking out impure air were followed by elaborate ventilating systems when the furnace supplying fresh air with warmth was replaced by steam or hot water heating. Windows were gradually changed until a sufficient quantity of light must now come from one proper side only, eliminat-



AN EARLY SCHOOLROOM.
An example of the old-time seat and bench, possibly furniture might be built more full of possibilities for evil.



A type of schoolroom of forty years ago, not yet extinct where schools have not been consolidated. Observe the fixed desks and chairs and the indisputably evil effect they have upon the bodily positions of the children, a menace to the health and development.



NEW SCHOOL, MIDDLEBORO, MASS.

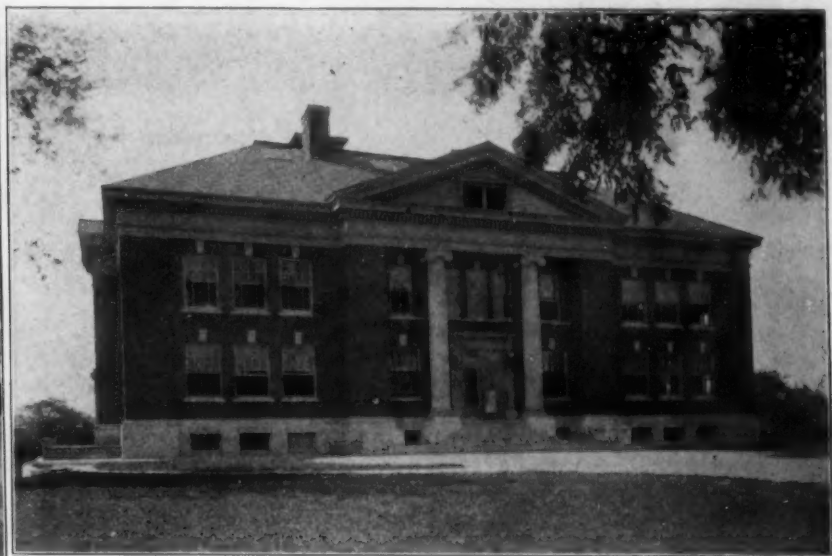
Perhaps no type of rural school has been so much neglected as the one-room little red schoolhouse. The school committee of the town of Middleboro attacked this problem and succeeded in erecting a building that has since served as one of the models in the group of model buildings recommended by the United States Bureau of Education by Dr. F. B. Dresslar, Specialist in School Hygiene.



HIGH SCHOOL, WAYLAND CENTER, MASS.

Dwight & Chandler, Architects.

This picture shows the new Wayland Center school erected partly by the town and partly by the munificence of a citizen. It houses the consolidated schools of Wayland and the high school of Wayland and Cochrane.



HIGH SCHOOL, ROCKLAND, MASS.

Cooper & Bailey, Architects.

This high school building in Rockland shows the dignified type of architecture that is still in favor in some parts of Massachusetts. The consolidated upper grades come to this edifice which also houses the town high school.



DOLLY WHITNEY ADAMS MEMORIAL SCHOOL, ASHBURNHAM, MASS.

Cooper & Bailey, Architects.

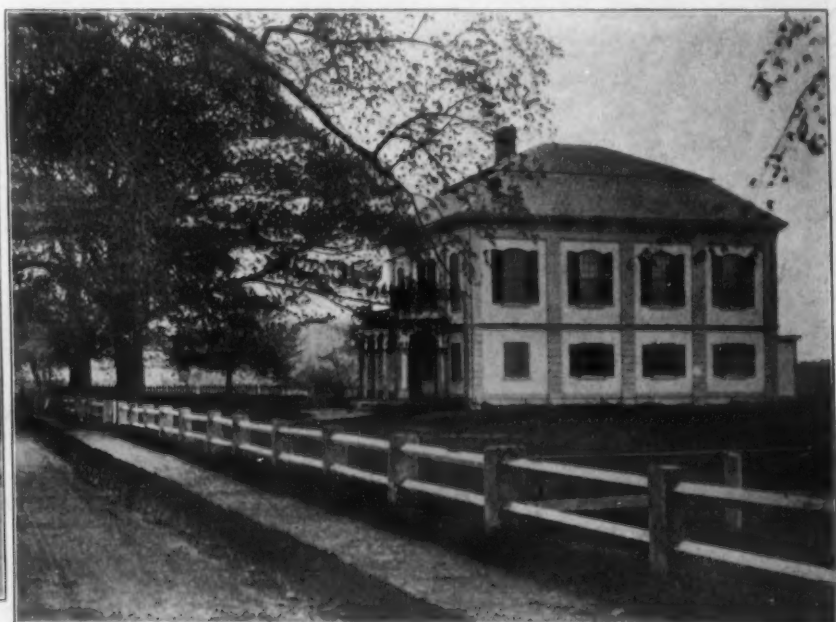
Another type of building often met with in Massachusetts is the schoolhouse erected as a memorial to the mother whose inspiration remains a silent but persistent power for good, long after her daily work has ceased.

The treatment of the surrounding grounds was suggested by the architects and carried out under their supervision.

ing mischievous shadows and glare. The furniture is adapted to the individual child. Sanitary arrangements are as good as conditions allow—water-closets being generally used and sewage carefully disposed of. Running water is common and individual drinking cups or hygienic drinking fountains tend to become universal. To the desire to protect children

from constant menaces to health is added the protection from accident also and careful provision is made against fire.

There follows a series of photographs of school buildings in Massachusetts which will show the change taking place throughout the state—we are still going forward toward the school plant we can call perfect.

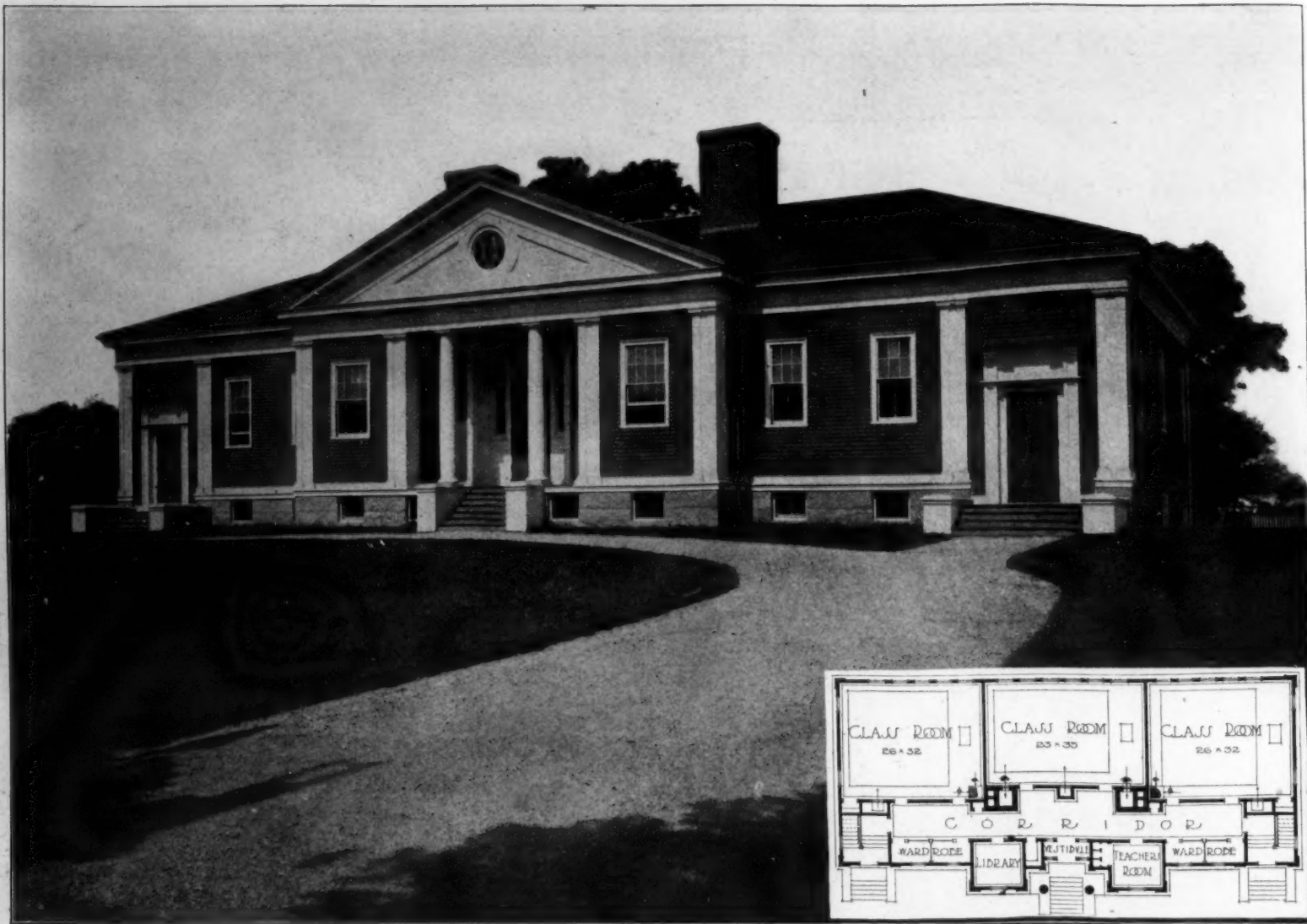


OLD SCHOOL, WAYLAND CENTER, MASS.

Type that is becoming rare.

High School, Attleboro.

Massachusetts contains many large and wealthy towns. Designing buildings for the particular conditions of these towns develops some interesting types. The same rules should be followed as for the city buildings, but on account of the smaller appropriations the construction should be given careful study. As fireproof buildings are rarely possible and as the consequent fire risk is greatly increased, the



NEW SCHOOL, SOUTH EASTON, MASS. Cooper & Bailey, Architects.

This building erected in South Easton shows a modern rural school of the little red schoolhouse type. It contains three schoolrooms, a room for a branch of the town library and a meeting room for teachers. In the basement is the heating apparatus and two large rooms fitted with benches for the children's use at recreation and lunch time.



DESIGN FOR HIGH SCHOOL, ATTLEBORO, MASS.

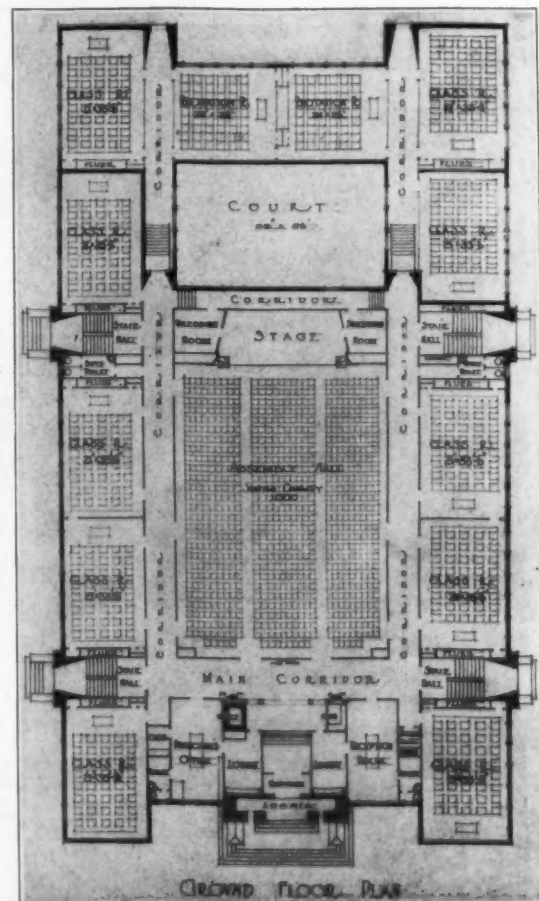
most careful consideration should be given to corridors, stairways and other ways of exit. I plan that all pupils shall have more than one way of exit from all schoolrooms to stairways, that there shall be doors to close off the corridors thus making vertical divisions through the building in case of fire and giving opportunity for horizontal escape.

Modern rules covering heating and ventilation are followed in this Attleboro High School, a mechanical system being used. The boiler and coal rooms are situated in a separate building connected to the school basement by an underground passage.

The committee in charge of this High School

did a most unusual thing in demanding that plans be drawn for a building which when completed would house a school population 30 per cent greater than the building to be immediately erected, at the same time having the erected building complete in itself. The plans show how this was accomplished, the rear section behind the Assembly Hall being omitted in the present building.

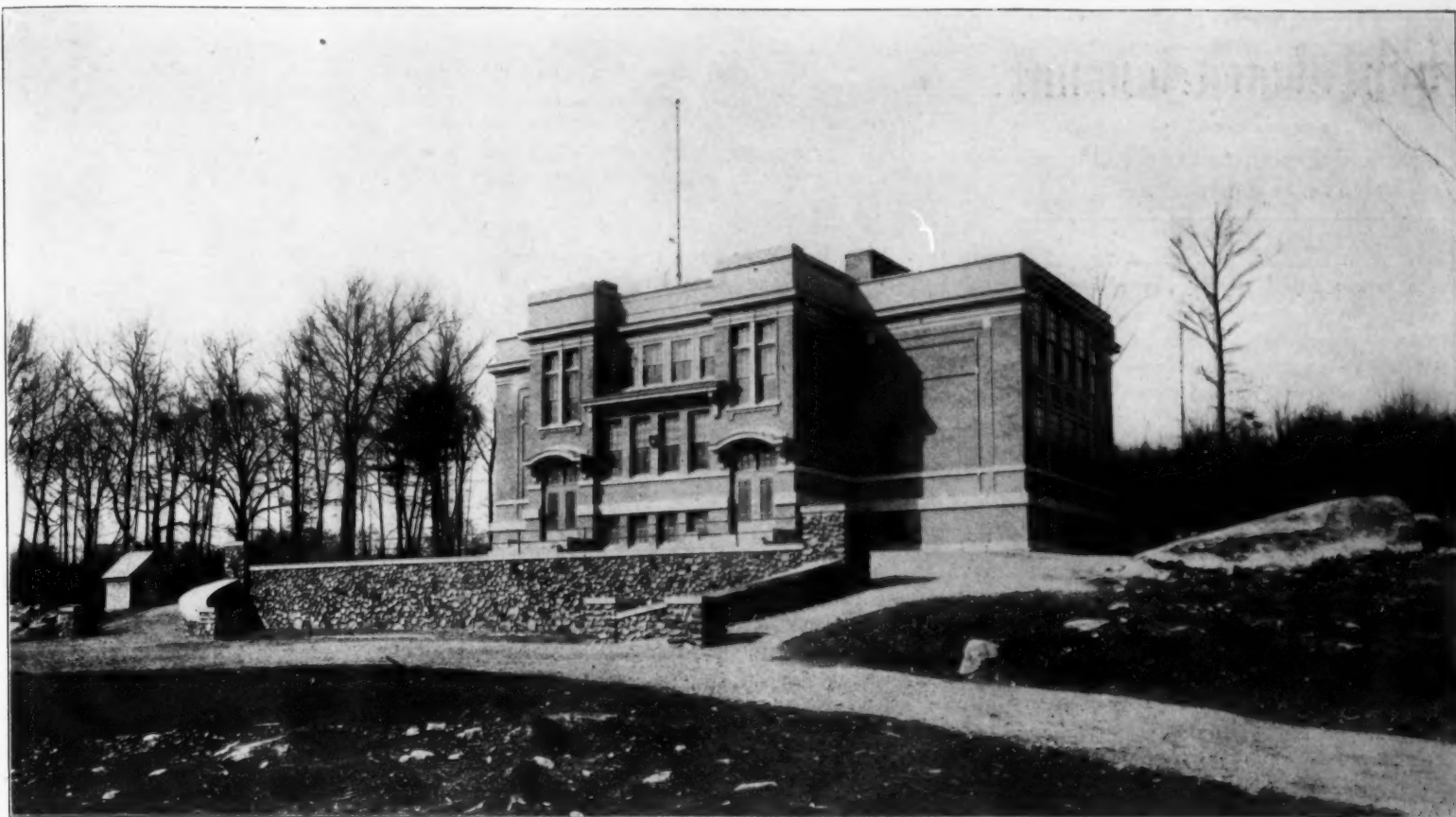
It is inspiring to be connected with a movement showing such constant growth as does the movement for the better school plant. The architect should set forth not only plans but the theory of the subject; then he will be prepared to present to his prospective clients, methods



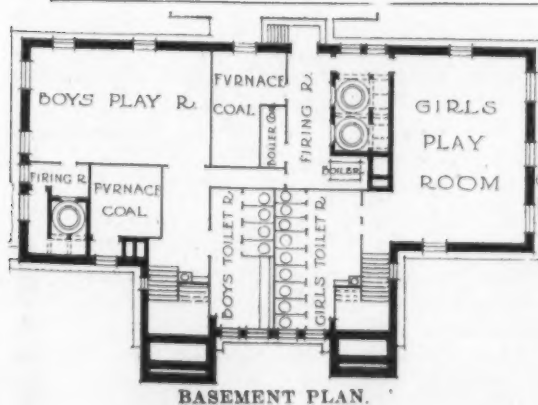
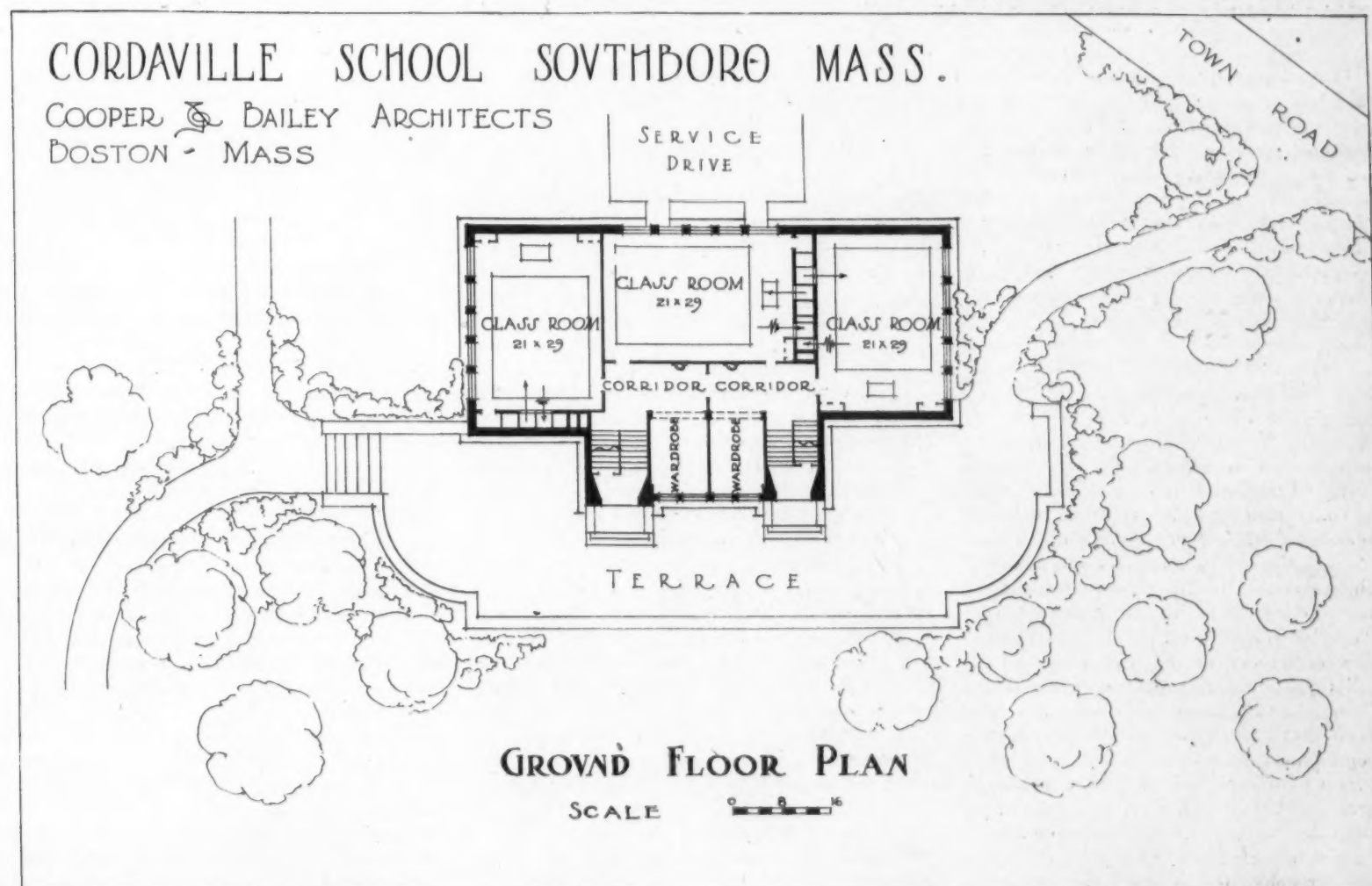
GROUND FLOOR PLAN, ATTLEBORO HIGH SCHOOL.

whereby the school and the community can be brought into closer relations. He should endeavor to arouse public spirit by showing what other communities have accomplished not only

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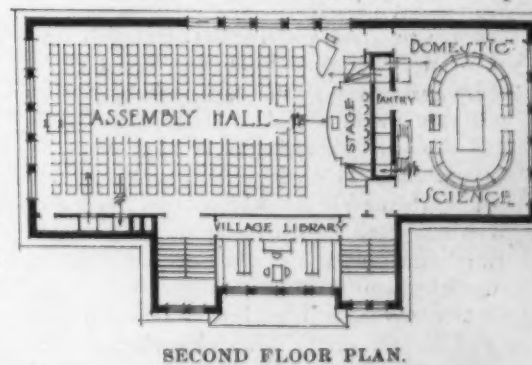
VILLAGE SCHOOL, CORDAVILLE, MASS. Cooper & Bailey, Architects.



The town of Southboro has lately consolidated its schools in the Cordaville District, erecting a building, plans of which are here shown.

The committee entrusted with the erection of this building were busy, practical men but inspired with a lively public spirit to give the District a social home.

This is also an example of a suggestion of the architect as to the treatment of the surrounding grounds, being later carried out with modifications by a landscape engineer.



THE AMERICAN School Board Journal

DEVOTED TO
Legislative and Executive School Officials

WILLIAM C. BRUCE, Editor

EDITORIAL

A NEW ENGLAND ISSUE.

The reader of these lines has no doubt already noticed that this issue of the School Board Journal is devoted in a particular manner to school conditions in the New England states.

As the oldest section of the United States, New England has been the great leader in popular education. In the past, its laws and administrative methods have been the models for the Western and Southern states. Today, it is still teaching many valuable lessons in school finance, industrial education, vocational guidance, medical inspection, social center extension, playground development, school architecture, which the newer commonwealths and the younger cities and villages can accept with benefit.

If this issue will contribute, in a small way, to spread among the school boards of the country some of the principles of New England school progress we shall be satisfied.

COMMITTEES AND THE SUPERINTENDENT.

The old problem of the relations and functions of school superintendents and school-board members has arisen in Chicago. Through the energetic work of Mrs. E. F. Young for professional initiative and control in professional matters the question has been solved, if not permanently, at least for a long time to come. Chicago has for some twelve years had only three school-board committees to take up respectively the educational, building and financial problems of the schools, each with the help of a professional school executive.

Recently the problem of commercial education led the board to appoint a special committee which took upon itself to solve all the professional problems connected with the new line of work. Mrs. Young in protesting against the work which this committee was undertaking said: "The chairman of the committee on commercial education is the superintendent of schools on that subject. The only thing I have to do now is to act in an advisory capacity." The inevitable result of such an arrangement was pointed out by Mrs. Young in these words: "If a special committee should be appointed for every special subject and this would be logical, if this committee remains, we should revert to the conditions that formerly obtained." The conditions that formerly obtained were seventeen committees, each independent and each carrying on a different line of work with nearly full jurisdiction and with but little influence from the superintendent. For example, when a question relating to the instruction in music arose, the chairman of the committee on music had the determining voice rather than the superintendent of schools.

It hardly requires any argument at this time to prove that schools cannot be efficiently administered when the superintendent of schools has not the initiative in all professional matters and the school board does more than examine the proposals which he makes and acts favorably or unfavorably thereupon. A large number of committees makes practical administration impossible because of the inevitable desire of committeemen to enlarge upon their work and to trespass upon functions which are properly not theirs. In a school-board organiza-

tion having a large number of committees, the position of the superintendent is further weakened by the fact that teachers in special departments will be continually "pulling wires" to increase appropriations for their work, to obtain larger time allowances, higher salaries, etc.

Three committees are sufficient for the conduct of any school-board business, taking up respectively the work of instruction, of building and finance, and of general business management. All further committees are superfluous because the work of all of them properly belongs to these three as it affects one of the three general lines of school administrative activities. The Chicago board of education by discontinuing its commercial education committee and placing the work of this body in the hands of its school management committee, of which the superintendent is the determining factor, has retrieved what would have been a big step backward.

APPRENTICESHIP AND INDUSTRIAL EDUCATION.

It is not likely that the apprenticeship system will ever be reconstituted as universally in the United States as it was during the middle of the nineteenth century. Still, there is at present, a strong movement in several sections of the country for a new form of apprenticeship, and manufacturers in certain large industries are making a concerted effort to indenture boys to learn the trades to fill the thinning ranks of skilled native-born and foreign mechanics.

Among educators the value of the apprenticeship plan is also gaining favor. Thus Dr. Holmes Beckwith writes in a bulletin of the Bureau of Education:

"Wasteful though the old apprenticeship was of the apprentice's time and effort, apprenticeship in its newer forms, both in Germany and the United States, has in it much of promise for the future training of industrial workers. No better way, or even as good," he continues, "has yet been devised for the main training of the mass of industrial workers than in the shops where they are employed and by those who supervise their work."

Dr. Beckwith suggests that if all employers pay the cost of adequate training for any youthful workers whom they may employ as apprentices, the burden will not be serious. He points to instances both here and abroad to prove that "firms employing bona fide apprentices today find that their apprenticeship system pays."

Revival of apprenticeship alone, even were it possible, will not solve the problem, however. "What we should strive for," declares Dr. Beckwith, "is such broadening industrial training as will supplement the narrower range of skill and knowledge, and give the specialized worker greater resource. Specialization is probably more widespread in the United States than in Germany, and this constitutes an added need which we have for industrial education greater than that in Germany, where the system is the main reliance of industrial training."

"Industrial schools, then, we must have, and in far greater numbers, to meet the needs of far more workers than at present. Otherwise we can make little claim to really popular education of the sort closest to the worker's activities."

The state of Wisconsin through its new child-labor and industrial education laws points one way of re-introducing and making effective the apprenticeship plan of training workers. It requires that all boys and girls between 14 and 18 years of age who are learning a trade or occupation shall be regularly indentured and shall be taught by their employers so that they may become journeymen in fact as well as name. In addition, they must attend a continuation

school five hours each week, without loss of pay. Cities and villages must provide instruction in subjects relating to the trades, particularly adapted to the needs of apprentices. The law which was enacted partly two years ago, but which is just beginning to be enforced, is meeting with enthusiastic support from the industrial-school forces and is being well received and generally accepted by the manufacturers of the state. Certainly this Wisconsin law points to a possible revival of apprenticeship.

SCHOOL POLICIES.

School authorities are generally prone to under-estimate the value and force of public opinion in shaping school policies. And, still, no real reform and no new principle of school management can succeed without the backing of general approval from the patrons of the schools and the community at large.

This fact is well put by a New England superintendent who writes:

"No radical or important change in educational policy can be made with hope of permanent success until the public understands its aims and objects and, in a general way, approves them. Any educational policy is doomed to failure in practice so long as it remains the exclusive property of any individual or group of individuals no matter how wise in the lore of schools. This does not mean that the teacher is not to stand in the fore front of educational progress, it does not mean that he is not to entertain views of education more advanced than the public will approve. It does mean that before his new policy is placed in operation it must cease to be his policy, it must become the public policy. Of course I am speaking not of details of school methods and management which the public expects to leave to those who are intrusted with the direction of the schools. I have in mind those larger educational reforms which, to be permanent, must have impressed the public with their necessity or wisdom."

"The glory of the American school lies in the fact that it has grown with the people, made the mistakes of the people, and has learned the lessons of those mistakes. The public must indeed understand and approve the forward movements which are planned for the public schools. It must be responsible and it must feel its responsibility if they are to be permanently accepted and their benefits fully enjoyed."

SCHOOLHOUSE PLANS.

It would hardly seem necessary at this date to make the statement that schoolhouses cannot be successfully planned by any one not a practical architect with a knowledge of the fundamental principles of classroom design, corridor and stair arrangement, lighting, sanitation and ventilation, etc.

Still it is a regrettable fact that many schoolhouses are designed in plan factories by men who have never been inside a modern school building. Literally hundreds of small towns are yearly putting up schools whose planners are carpenters and jacks-of-all-trades without the least inkling of the bigger ideas which should be worked into the structures they put up. Of late there has even been a patented "model" plan guaranteed to meet all situations—actually fitting none.

The modern developments in American education demand more than ever before that schoolhouses be designed by specialists. The laws in a number of states are so comprehensive in their demands that it is practically impossible for any other except an experienced schoolhouse architect to prepare plans which shall stand the test. Again, so much do local conditions of site, wind exposure, drainage, etc., differ that every building requires individual

study. And just as every city finds it necessary to adapt books, course of study, teaching methods, to its own peculiar needs, so must every building be adapted to the organization and plan of management of every school.

From the purely economical standpoint—from the money saving standpoint the school board makes a serious error which does not intrust its building problems to the experienced school architect.

INDUSTRIAL EDUCATION CONVENTION.

No recent educational propaganda has been made more effectively or rapidly than the campaign which has been conducted during the past seven years by the National Society for the Promotion of Industrial Education.

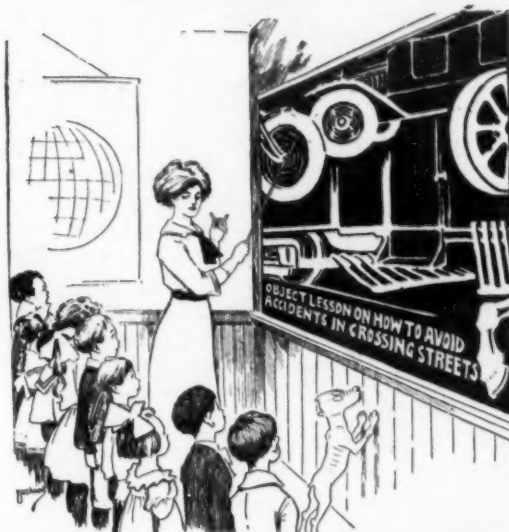
The secret of the success of the organization has been largely in energetic work which its members have done in securing legislation and in inducing local school authorities to introduce industrial subjects into the curriculum and to give manual training, sewing, arithmetic, etc., a vocational turn. The real motive power for all this active promotional effort has however been the annual conventions of the Society. These meetings have been more than opportunities for the exchange of ideas; they have been rousing, inspirational, action-compelling gatherings that contrast sharply in spirit and result with the ordinary teachers' conventions.

The seventh annual gathering for the Society will be held in Grand Rapids, Mich., October 19 to 25. The program promises much practical material based upon actual experience in American cities. In connection with the convention an exhibition will be held for work done in trade and continuation schools, for tools, furniture, materials and books. The exhibition is in charge of a committee which promises to make a display as important and suggestive as the addresses.

A NEW STATE SUPERINTENDENT.

Texas has been fortunate for some years in having at the head of its Department of Public Instruction superintendents who were not only able educators but also energetic, progressive men—educational statesmen.

The newest incumbent in the superintendency, Mr. Walter F. Doughty, who assumed the office last month, promises an administration no less vigorous and efficient than those of his predecessors. A son of the Southland and a self-made man, Mr. Doughty has had experience as a teacher in rural as well as city schools and has successfully filled the positions of high-school principal, normal instructor and city superintendent. His record at the head of the Marlin schools has distinguished him as one of the



School Study of Safety Growing Popular.

—Bushnell, Ottumwa Courier.

strongest administrators in Texas and led directly to his selection by the Governor.

It is well-known that Mr. Doughty is an ardent advocate of vocational, particularly agricultural, education, of domestic science, of higher professional standards of teaching and supervision, and of advanced legislation. His organizing and promoting ability has been severely tested on several occasions and his professional leadership has been fully demonstrated in the Texas State Teachers' Association. His work in the state superintendency will be watched with interest.

CO-OPERATION AND SANITATION.

In a paper presented to the Buffalo Congress on School Hygiene, President Homer H. Seerley of the Iowa State Normal College writes: "The sanitation of the schoolhouse depends upon the school board, the teachers and the janitor. The janitor is the servant of the public and as such, should be diligent in so conducting his part of the business as to conserve the welfare of pupils. At the same time the janitor is helpless in his endeavors unless he is granted the co-operation and the sympathy of the school board and the teachers."

The co-operation and sympathy which the school board can most effectively bring to bear upon the janitor is not expressed alone in rules or in an adequate salary. Sympathy can be shown by not expecting the janitor to keep his building in sanitary condition with inadequate tools and cleaning materials, with insufficient ventilating apparatus and decrepit plumbing. Very active co-operation can be had by supplying every school building, old as well as new, with a modern heating and ventilating plant, with sanitary fixtures that can be kept clean with ordinary care, and above all, with cleaning materials, disinfectants, and real school cleaning tools—vacuum cleaners.

SCHOOL VISITORS.

School visitors as a factor in efficient school work are not often appreciated. To the unprogressive, unresponsive principal, they are a nuisance and to the lazy janitor disturbers of a turgid peace.

Still, a committee of citizens who will inspect the school or schools of a district monthly or bi-monthly, confer at stated periods with the school faculties and make reports to the board of education, may become powerful aids to bettering conditions, removing abuses and bringing the schools closer to the people.

In the past, the great objection to school visitors has been the powers with which they were clothed in certain communities to interfere with the management of the schools. They were then

not visitors but sectional school boards and proved to be a hindrance rather than a help.

The modern board of school visitors has well defined functions. It may criticize or commend the school, but it can order no changes or innovations; it cannot dip into the employment or dismissal of teachers or janitors. It may properly assist in the formation of teachers' and parents' clubs, in the establishment and maintenance of social centers, in the holding of school entertainments, in providing decorations for classrooms and shrubbery and flowers for the school grounds.

But most important is its work as an active connecting link between the patrons of the school and the central governing powers—the school board and the superintendent. The schools of any community constitute a large machine, which cannot be watched by any one man and which is not self-inspecting. Boards of citizen-visitors provide a means of intelligent, continuous inspection which keeps the central controlling body informed as to local needs and demands. In truth, the board of school visitors is a democratic instrumentality of government for the chief mainstay of American democracy.

EARNING AND LEARNING.

The criticism that the public school unfits boys for wage earning will soon be a memory if high schools can point to figures such as have been given out by the Lane technical high school, Chicago.

Statistics compiled by Principal W. J. Bogart show that 800 boy students of the school earned the sum of \$31,583.12 during their vacations, while 125 extension students, working as plumbers' apprentices, earned an additional \$9,275, making the grand total earned \$40,858.12.

A list of the jobs held by some of the 800 regular students includes a wide range of occupations:

Clerks, 150; office boys, 95; messengers, 50; bell boys, 10; farmers' assistants, 50; machine-shop helpers, 35; pattern-shop helpers, 10; engineers' helpers, 15; elevated railroad guards, 8; chauffeurs, 20; electric-shop helpers, 35; newspaper carriers, 40; moving-picture operators, 15; express-wagon boys, 10; drafting offices, 20; florists' helpers, 10; carpenters' helpers, 18; collectors, 20; teachers, 2; forest service, 1; tree surgeon, 1.

If these figures indicate anything they show clearly that the vocational high school is not only fitting boys to hold jobs successfully but also that it is instilling in them a spirit of independence and manliness. But what is more important the school is giving them the true conception of the dignity of honest work which makes them take any respectable temporary job.

The reorganization of the Ohio country schools, on a county basis, is being strongly advocated by the Ohio state administration of which Governor Cox is the head. The plan is being opposed by school people quite generally upon the argument that the plan suggested is intended to throw the county superintendencies into politics.



Columbus, O., School Population Growing.
—Westerman, Ohio State Journal.



The Only Fellow on the Block That Isn't in School.
—Fox, Chicago Journal.

The Playgrounds of a New England City

By THOMAS S. WEAVER, Superintendent of Schools, Hartford, Conn.

The playgrounds of Hartford, Conn., are first of all for the children. There is no exploiting of them for the purpose of a holiday for the grownups. Such exhibitions of folk dancing, athletics and out-of-door dramatizations as are held are merely transfers of the work of the schools from the classrooms and school gymnasiums to the parks. These exhibitions are near the close of the school year and are fine, of course, but they do not represent in any sense the work of the playgrounds.

The real growth of the Hartford playgrounds dates back some ten years when the board of school visitors took over the series of vacation schools and playgrounds established by the Civic Club and several women's charitable and educational organizations. The board has since

conducted them under the direction of the superintendent of schools, who personally cares for them.

All but two playgrounds are in public parks, the park board providing space, the major equipment and the service, while the educational board cares for the children by getting the very best of the teaching force from the lower grades to supervise their play. This play is "free" in the best sense and the appeal is such that the attendance of children this year has been much larger than for any season since the playgrounds were taken on by the board.

The equipment is simple and inexpensive. Plenty of swings, (the old-time rope swings preferred), hammocks for the small children, sand-boxes with wooden blocks the size of a

building brick, sometimes a slide, a see-saw ladder and see-saws, where they may be used to advantage. The giant stride is also in some of the grounds. The hours are from nine in the morning to six in the afternoon.

The one exceptional playground is the athletic field in Pope Park, the elevated plateau being provided with a fine athletic equipment for both children and young people. This field is open from nine in the morning until nine in the evening and instructors capable of giving instruction on the use of the apparatus are employed, beside several young women teachers who care for the smaller children.

Two school gardens have been conducted in Hartford for a number of years. They consist

(Concluded on Page 61)



Typical Activities of the Hartford, Connecticut, Playgrounds.

1. Athletic Field, Pope Park. 2. Bushnell Park Playground in the heart of the city. 3. Little Mothers washing the babies. 4. Playground for Small Children, Pope Park Terrace. 5. Typical Sandbox, Overlook Playground. 6. Dance of the Seasons, Queen's Festival, Washington School.

A Victor Exclusively for the Schools



With horn removed and securely locked to protect from dust and promiscuous use by irresponsible people.



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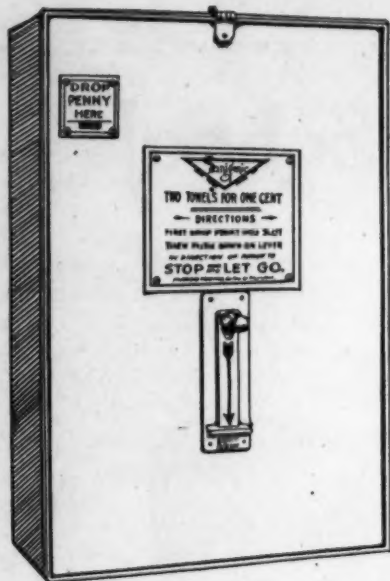
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PART-TIME CLASSES

An interesting addition to the discussion of the problem of "part-time" classes is contained in a recent report of Supt. A. R. Brubacher of Schenectady, N. Y., who, from the experience gained by a considerable part-time enrollment holds these classes to be an evil.

He says in part:

"It has been questioned by parents, sometimes by boards of education and even by newspapers, whether part-time is an evil. Schoolmen, on the other hand, have generally assumed that it is impossible to accomplish 100 per cent results in 70 per cent of time. But there has been no investigation which should determine the fundamental merits of the question. We are not agreed on what constitutes a full-time day for various ages of children. Consequently some cities have maintained that for low grades where the ages range from five to eight years, the school day should not exceed three hours, and that therefore one room and perhaps one teacher can efficiently care for two successive groups of children. Such a result would make for economy in school plant and teaching force.

"The city of Schenectady is a rapidly growing industrial community in which the sudden 'spurts' in school population have, for two or three years past, compelled all forms of economy in plant and maintenance. The study of Dr. Brubacher included 3887 children, in 126 class groups during the first semester; and 4098 children in 148 class groups the second semester. Of this number, 4202 were on part-time, with a program extending from 9 a. m. to 12 m. for first grades, and from 9 a. m. to 12:30 p. m. second grades. Full-time classes with 3783 pupils in session from 9 a. m. to 12 m. and from 1:15 p. m. to 3:15 p. m.

"We set ourselves the following problems:

1. Are the children more fatigued in part-time classes?
2. Does the attendance indicate impaired health?
3. Do promotion facts favor a long or a short day?

4. Is the amount of work accomplished notably different?

5. Is part-time more or less harmful in the low grades or in the high grades.

"In the investigation, the quality of the pupils and the skill of the teacher were both taken into consideration. Of the pupils, for instance, we took account whether any were repeating the grade; whether the class was foreign; whether the class was rated excellent, good, fair, or poor. Of the teachers, we determined whether they ranked high, medium or low in teaching power. It was further considered whether there were any appreciable differences in matters of sanitation, light, ventilation, etc., between the full-time and part-time rooms. By thus clearing the equation, we arrived at an approximately fair basis of comparison."

Mental Fatigue.

Discussing mental fatigue Dr. Brubacher observes:

"There is a perceptible difference in relative alertness between part-time and full-time classes. The last half hour is likely to 'drag.' It is necessary for the teacher to use great good judgment in her choice of work, varying the heavy matter of number work and reading, where sustained effort is necessary, with recreative work, such as calisthenics or language games. In this way alone can she get effective results during the last quarter of the part-time day. The class's lack of concentration quickly tells of mental fatigue. The teacher herself also feels this. The part-time class makes severer strain on the teacher. No conscientious teacher would voluntarily choose a part-time class, even though it would leave her larger portions of the day free. The relative expenditure of nervous force is uniformly greater on the part of the part-time teacher.

Promotions and Health.

"In the absence of accurate information derived from individual physical examinations, no absolute statement can be made regarding the relative health conditions of part-time and full-

time schools. It is an impressive fact, that the percentage of attendance is as a rule higher in full-time classes, in spite of the fact that such children are marked twice per day while the part-time classes are marked once. Absence is positive index of illness. Counting absence in half-days, or per unit of absence, there is an impressive difference in favor of the full-time classes. Thus while the absence for full-time classes is 3.5 days per pupil, on the basis of a one session day, the part-time classes had an absence of 8.5 days per pupil on the same basis. While these figures must be used with caution, I believe they show conclusively that the health of children is better where the day's program moves more leisurely over a longer number of hours.

"Coming now to the absolute facts of promotions at the end of the term, we find that grade by grade the full-time classes promoted a higher percentage of pupils than the part-time classes. From table 'A' it will be seen that part-time classes promoted from 62% as in 1B to 87% in 1A and 2B; while full-time classes varied from 77% in grade 1B to 91% in grade 3B. The minimum percentage of promotions in part-time classes is therefore fifteen per cent below the minimum in full-time classes, while the maxima are three points apart. Promotion figures are therefore strongly indicative of the greater value of full-time.

		Number Pupils	Class Groups	Ave Age	Per cent Attendance	Per cent Promotions	Pages of Supplementary Reading
1B	Part Time...	1886	56	6.2	87	62	68
	Whole Time...	994	34	6.2	91	77	126
1A	Part Time...	950	34	6.8	92	87	187
	Whole Time...	653	26	6.7	92	90	290
2B	Part Time...	663	20	7.6	92	87	178
	Whole Time...	756	29	7.6	91	88	372
2A	Part Time...	534	15	8.1	92	82	334
	Whole Time...	921	32	8.4	94	84	492
3B	Part Time...	169	5	8.9	94	91	225
	Whole Time...	459	17	8.7	92	91	386

TABLE A

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Relative Amount of Work Accomplished.

"The program of the two kinds of schools are so arranged that there shall be as little disparity as possible between the progress of the various groups of children. To this end all emphasis is laid upon the so-called essentials and all special work is reduced to a minimum. The scheduled reading is of course required of both groups. The amount of supplementary reading covered by a class shows the quality of work as well as anything in these low grades. The last column gives the number of pages of such reading, and the full-time classes were able to surpass the part-time classes by 50 per cent. In other words, the full-time school has 50 per cent more training in reading, the ability to get thought from the printed pages, that is, 50 per cent more training in the subject which is of paramount importance in these early grades.

"In order that our conclusions might be just, we selected class groups for more particular comparisons. In these groups all inequalities were eliminated so far as possible. For example, the full-time groups were selected from schools where part-time has long been eliminated. These children have never been on part-time. The part-time classes on the other hand, were selected from schools that have long been subject to these conditions. In this way we get clearly defined cases. Furthermore, the teachers were matched in such a way that equal conditions prevailed.

"Table 'B' shows the same items as table 'A'

		Number Pupils	Class Groups	Ave. Age	Per cent Attendance	Per cent Promotions	Pages of Supplementary Reading
1A	Part Time ----	126	4	6.5	94	86	231
	Whole Time---	118	4	6.1	91	94	311
2B	Part Time ----	206	6	7.5	92	84	294
	Whole Time---	123	6	6.9	93	95	363
2A	Part Time ----	142	4	8.2	94	86	305
	Whole Time---	128	4	7.0	96	95	839
3B	Part Time ----	104	3	8.9	95	88	216
	Whole Time---	106	3	8.0	93	91	303

TABLE B

but the number of children is smaller in order to make the results more trustworthy. The 1B group is omitted in this comparison because the effect of part-time cannot to any extent be cumulative there. A study of this table will still more emphasize the results obtained. I feel justified therefore to summarize as follows:

1. Part-time schools fatigue the children and the teachers unduly. Sustained attention is hard to get.
2. The health of children in part-time classes is not as good as that of children in full-time classes. Attendance is 2.42 times better in full-time classes.
3. Full-time classes promote about 5 more children in every hundred; and
4. Full-time classes are better prepared to do the work of the next higher grade since they are fortified by 50 per cent more training as indicated by the work accomplished in reading.
5. The evils of part-time are cumulative. They are bad in the first grade, but where a child has come up through successive grades on part-time, the accumulated defects become disheartening in the grammar grades and high school. Our city has more than once seen a school under part-time conditions for from five to eight years, and the pupils from such schools on reaching the eighth grade or high school have been decidedly inferior to their fellows from other grammar schools where full-time prevailed.
6. Part-time is therefore to be condemned as an educational monstrosity. It is an unsound pedagogical device and is a sheer waste of public funds. It would be sound economy, I believe, to borrow money to provide ample facilities for all the children of our city at once."

SUPERINTENDENT SUPREME.

The supreme authority of the superintendent with reference to control of the teaching force of the St. Louis, Mo., public schools has been upheld in an official opinion delivered to the board of education at the September meeting by its attorney. The opinion was occasioned by a resolution introduced by a member at a previous meeting, in which the question was raised whether the board had authority to override the

superintendent in making changes in the teaching force. The attorney's opinion, which deals with the relative rights of the board and the superintendent, leaves Supt. Ben Blewett with exclusive rights.

"Under the provisions of the charter, the board of education, as distinguished from its executive officers, is given exclusive authority over the expenditure of public money for school purposes," reads the opinion. "With certain constitutional restrictions, it fixes the rate of taxation to be levied for school purposes. It makes the appropriations necessary to carry on the work of public education in such a manner as seems best to its judgment. It determines how many employees are required to do its work and fixes their salaries.

"It determines the questions of general policy affecting education as they arise; but its chief function is the supervision of the work of its executive officers.

"It is charged with the responsibility of procuring the best qualified experts available to carry on the work of public education, and then is under the obligation to supervise the work of such experts and see to it that they are performing their duties adequately and efficiently.

"But it is obvious that, by virtue of the provisions of the statutes above quoted, the organization of the teaching force of the public school system is entirely under the supervision and control of the superintendent of instruction, and any change therein can be made only when recommended by him. If the Board of Education, as distinguished from its instruction department, were to exercise such power as was attempted to be invoked by the resolution under consideration, it is conceivable that a situation might easily develop wherein the superintendent of instruction, an expert chosen by reason of his peculiar qualifications as an educator, would be without any voice in the examination of the teaching force, and, consequently, without any power or control over the organization of the instruction and of the discipline of the schools, and yet, by reason of the express provisions of the statutes, he would be still chargeable with the responsibility for the proper conduct of the schools.

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"There can be no change or modification made in the organization of the teaching force of the public school system of St. Louis, whether it be in fact an improvement or not, unless proposed, initiated or recommended by the superintendent of instruction, upon whom our statutes expressly place the responsibility of the proper conduct of the schools of this city."

PART-TIME IN NEW YORK.

The New York school officials are making considerable progress in reducing the "part-time" evil caused by the overcrowded condition of the elementary schools. While more than 70,000 children were placed in part-time classes, at the opening of the school year, this number was reduced to nearly 30,000 by September 30th.

To make the results of half-day sessions felt least, only first and second grades have been doubled and pupils of practically all third grades and higher have been accommodated with full five-hour daily sessions. In the part-time classes the school day has been increased from three and one-half to four hours, in accordance with a plan by a committee of three district superintendents. Under this plan the classes are divided into two groups, each with a regular teacher who follows a program as follows:

Group A.

Morning session, 8:30 to 11:30. Classroom, 8:30 to 10:30. Opening exercises and study in auditoriums or playgrounds, 10:30 to 11:30. Recess, 11:30 to 12:30.

Afternoon session, 12:30 to 2:30. Classroom, 12:30 to 2:30.

Group B.

Morning session, 9:30 to 12:30. Opening exercises and study in auditoriums or playgrounds, 9:30 to 10:30. Classroom, 10:30 to 12:30. Recess, 12:30 to 2:30.

Afternoon session, classrooms, 2:30 to 4:30.

Discussing its recommendations the committee writes:

"The committee feels that by the operation of the recommendations, part-time can be reduced materially, and can be made to disappear in all but a few neighborhoods. There are some neighborhoods which are so congested that nothing short of new buildings will give the pupils adequate facilities for instruction. All the devices

that may be employed to avoid or to reduce part-time, are, at best, but temporary expedients. It is difficult to develop school or class spirit when the school is so crowded that pupils are being marshaled in and out continually.

"Every pupil is entitled to an individual seat and desk. He is entitled to a place in which his outer clothing may be secure. The teacher is entitled to the exclusive possession of a classroom which she may decorate according to her taste and in the decoration of which her pupils will naturally take part and pride. But, to give every child a seat according to the legal capacity adopted, would mean the immediate construction of buildings containing 100,000 sittings. This would be 50 buildings of 2,000 sittings each, or 100 buildings of 1,000 sittings each. If it were possible to begin at once the construction of such new buildings, they would hardly be available for two years, during which time conditions would continue to grow more and more serious.

In view of this fact your committee reiterates that its recommendations are merely temporary expedients to relieve intolerable conditions, and are in no way intended to minimize the necessity for constructing new buildings. Therefore, these plans to utilize to the fullest extent the facilities provided are not advanced with the idea that the conditions which would be established by their adoption are to be permanent."

In order to operate the double-system plan successfully, the committee advocates that steps be taken to improve the lighting and ventilation in auditoriums which are satisfactory for use as study rooms, except in these respects; that steps be taken to increase the wardrobe accommodations in all schools in which a double-system plan is operated.

AMONG SUPERINTENDENTS.

Mr. James W. Bradner, formerly at Maysville, Ky., has assumed the superintendency of the public schools of Ashland, Ky., to which he has been elected for a three years' term at an annual salary of \$2,400. Mr. Bradner is one of the coming schoolmen of Kentucky. He was principal of the Ashland high school from 1898 to 1908 and resigned at that time to become superintendent of the Maysville schools.

Mr. R. B. MacLean, for some years superintendent at Fergus Falls, Minn., has been appointed state inspector of high schools for Minnesota. Mr. MacLean entered upon his new duties on September first.

Reading, Mass. A. H. Safford of Chelsea, Mass., has been elected superintendent of the schools to succeed H. T. Watkins. Mr. Safford receives a salary of \$2,400.

New Rochelle, N. Y. H. T. Watkins of Reading, Mass., has been elected superintendent of schools. Mr. Watkins has been granted a salary of \$4,000.

Supt. Thomas E. Thompson of Leominster, Mass., has been given a year's leave of absence in order that he may take his family to a different climate. Mr. Thompson has located in Monrovia, Cal., where he will have charge of the local schools. He will also lecture.

Saco, Me. Charles B. Lamb of Lancaster, Mass., has been elected superintendent of schools.



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School Board Conditions in New England

By President ROBERT J. ALEY

New England has the habit of making her best citizens members of the school board. Fitness to perform the duties well counts more in the selection than politics or availability. Board members, with but few exceptions, are men of broad general education, with well established places in the community. Most of them are the leaders in the movements for community betterment.

In many places the board membership is too large. Experience has proven that a board of three or five members is preferable to a board of a greater number. In the large board responsibility is easily dodged. In the small board discussions are more intimate and pointed, and generally decisions are more nearly unanimous. The tendency is toward smaller boards. It will probably take many years to bring about a general change.

The direct financial dependence of the school board upon the vote of the people frequently prevents progress. The school board may present a reasonable and desirable program for school buildings, for increases in the salaries of teachers, and for extensions of the course of study, and be refused the money necessary to carry out any of the items. The town meeting idea is so firmly grounded in New England character, that our school board will probably never be put on a par with Western boards and given the power to levy the taxes necessary for school needs. We must continue to convince the people in advance. Each member must often assume the role of a public advocate of the measures which the board desires to put in operation. It is in this field that the skill and

learning of the board member finds its finest application.

The school superintendent is a factor of growing importance. School boards are using greater care in the selection of this important official. He should be given power and held responsible for its use. Not all school boards, however, have learned that when an expert is employed to manage and direct the schools he must be allowed to do his work without petty hindrances

from the board members. Conditions in this regard are no worse in New England than in other parts of the country.

There are three things that would probably improve school board conditions in New England:

1. A reduction in the membership of large boards so that the number may not exceed five.
2. More power in levying taxes so that a more continuous program may be possible.
3. Greater care in the selection of a superintendent, more faith in his knowledge as an educational expert, and a greater willingness to follow his leadership.

Permanent School Funds of the New England States in 1911.

States.	Permanent School Funds.
Maine	\$ 458,945
*New Hampshire (1909).....	59,470
†Vermont	1,120,218
Massachusetts	6,251,370
Rhode Island	239,706
Connecticut	3,048,935
Total.....	\$11,178,644

*Figures for 1909.
†Vermont has in addition unsold school lands valued at \$700,000.

Average Length of School Term in the New England States in 1910-11. — Attendance Compared with School Population and Enrollment.

States.	Average Number of Days Schools Were Kept During Year.	Average Number Days' Attendance for Each Child 5 to 18 Years.	Average Number Days Attended By Each Pupil.
Maine	163.8	103.1	122.7
New Hampshire	168.5	85.3	132.1
Vermont	160.0	102.9	124.5
Massachusetts	185.0	106.4	158.3
Rhode Island	194.0	93.9	145.5
Connecticut	184.9	104.6	142.7
United States	156.8	81.1	111.8

Length of School Term in Months of the New England Common Schools and Teachers' Wages in 1911.

States.	Average Monthly Salary of Teachers.			Aver. Length of School Year in Months.	Aver. Annual Salary of Teachers.
	Men.	Women.	All.		
Maine	\$ 58.74	\$35.11	\$37.71	8.19	\$308.84
New Hampshire	102.87	41.96	46.24	8.43	389.80
Vermont	55.23	33.53	35.46	8.00	283.68
Massachusetts	152.96	61.82	70.47	9.25	651.85
Rhode Island	137.08	62.46	68.95	9.70	668.82
Connecticut	136.49	55.45	60.88	9.25	563.14

Number and Sex of Teachers in the New England Common Schools in 1910-11.—Percentage of Men Teachers.

States.	Whole Number of Different Teachers Employed.			Percentage of Men Teachers.
	Men.	Women.	Total.	
Maine	824	6,673	7,497	11.0
New Hampshire	208	2,740	2,948	7.0
Vermont	265	3,021	3,286	8.1
Massachusetts	1,516	14,463	15,979	9.5
Rhode Island	210	2,206	2,416	8.7
Connecticut	366	5,007	5,463	6.7

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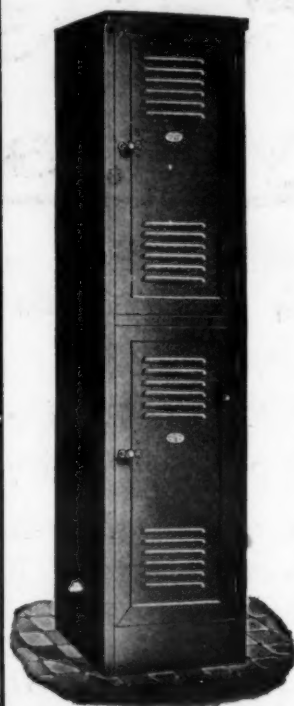
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The Junior High School, Grafton, North Dakota

By F. L. WHITNEY, Superintendent

The Junior High School, as instituted in Grafton, is an organization of the schools on the six-two-four plan, with the seventh and eighth grades managed departmentally. The six-three-three plan is probably more desirable from the pedagogical standpoint, but this scheme is impossible in the district until different building arrangements can be made.

The course of study in the group is written with the semester as the unit of time, as shown below, and with the courses carrying two credit values. The central subjects earn one full credit each and other subjects one-half credit. Twenty-two credits and sixteen half credits, a total of thirty credits are required to complete the work of the group. The state examination lists are used in completing Geography II, Arithmetic IV, English IV, History IV, and Spelling and Penmanship IV. For local credit, the standard is 75% of excellence, and the final examination counts but one-fourth of all work for the semester. State certificates are issued upon passing the state examinations with a grade of 65%.

The daily program, given below, shows how the work is arranged. The addition of another teacher in the near future will give an opportunity for greater differentiation of courses. While this departmental arrangement does not presuppose the use of the Batavia system, yet it makes its method more possible and effective. The word "individual" as found in the program serves the purpose of reminding all concerned that the emphasis is to be put upon the welfare of the individual pupil and not primarily upon the group. A number of specific opportunities are given on the program to meet pupils in this way, but at the study periods and at other times whenever possible it is our aim to give the most of our time and

our best efforts to the laggards and to try to make their school life more valuable to them than it has been heretofore.

Pupils are promoted through the Junior High School by subjects, or courses; so that no pupil is required to repeat a unit of work which he has thoroughly mastered. This is better, even, and fairer than the semester promotions which have obtained heretofore. It is thought that eventually the percentage of retardation will be reduced in these grades as well as the large amount of elimination. It was found that, while the retardation in the entire system was 21.5%, that in grades seven and eight it was 36.2% and 36.3% respectively; and this was one principal reason for the reorganization. It is interesting to note that the retardation of all boys in the system was 23.2%, in grade seven 50%, in grade eight 39.1%; while that of all girls was 21.1%, in grade seven 26.4%, and in grade eight 33.3%.

It is the plan to give a chance for choice of courses along at least two lines in this group; (1) for those who are more hand-minded, are lagging in their work, and probably cannot remain for twelve years of schooling, (2) for those who are more book-minded, fit efficiently into the conventional and traditional curriculum, and are looking toward a complete, senior high-school course and possibly college.

It is thought that the opportunity for differentiation is given at the right time both from a physiological and a psychological standpoint, namely, at the close of the sixth grade, at about the age of twelve years. This is the beginning of puberty and the adolescent period when profound changes both physically and mentally begin to operate in the case of every normal boy and girl. Here individual differences, likes, capabilities, and desires begin to appear and

take a definite form. If a chance for choice in activities is not given at this time, interest lags and many cases of misfit develop. Under the old-fashioned, rigid, round-peg-in-a-square-hole system, these almost invariably resulted after one, two or three years of "keeping back" or of finally shoving ahead because "he is too big for his grade" in the pupil's dropping out of school altogether.

From the standpoint of the pupil, then, it is believed that the Junior High School arrangement is right. For the teacher also there are advantages among which may be mentioned the fact that better class work is made possible because every teacher is not required to know everything about every subject of study—an impossible attitude in the higher grades and high school. This results in more effective daily preparation and in more attention being given to the needs of individual pupils. It is found also that making a unit of all in these grades gives effective opportunities for the perfection of the social consciousness of the group by means of many group activities such as frequent assembly meetings for opening exercises, programs, talks from patrons, etc., which result in the creation of a deeper interest on the part of all and better work and a longer school life for the majority of pupils.

Program For the Junior High School. Grafton, N. D.

SEMESTER TWO, 1912-13.

9.00- 9.35	Miss Malerich
9.35-10.00	History I (C)
10.00-10.30	History II (B)
10.30-10.45	Geography II (B)
10.45-12.00	Recess
12.00- 1.30	Monitor (B)
1.30- 1.55	Noon Intermission
1.55- 2.30	Individual Work (C)
2.30- 2.45	Monitor (B)
2.45- 3.10	Recess
3.10- 3.35	Geography I (C)
	History III (C)

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3.35- 4.00
Miss Smith
English II (B)
English I (C)
English IV (A)
Individual Work (C)
Music (A) and (B)
Reading III-IV (A)
Monitor (B)
Reading I-II (B)
English III (C)
10.40-12.00 Cooking III, Woodwork III, Monday; Cooking IV, Woodwork IV, Tuesday; Sewing I, Woodwork I, Wednesday;
Sewing II, Woodwork II, Thursday.
11.10-12.00 Cooking (Food Study) III-IV, Friday.
1.30- 1.55 Music I-II, Miss Smith; Music II I-IV, Miss McGlinch.

Course of Study For the Junior High School,
Grafton, N. D.

SEMESTER TWO. 1912-13.

FIRST YEAR.

Semester One.

Credit Courses.

Reading I. History I.
Arithmetic I. Geography I.
English I. Spelling-Penmanship I.

Half Credit Courses.

Public Speaking I. Woodwork I.
Music I. Sewing I.

Semester Two.

Credit Courses.

Reading II. History II.
Arithmetic II. Geography II.
English II. Spelling-Penmanship II.

Half Credit Courses.

Public Speaking II. Woodwork II.
Music II. Sewing II.

SECOND YEAR.

Semester One.

Credit Courses.

Reading III. History III.
Arithmetic III. Spelling-Penmanship III.
English III.

Half Credit Courses.

Public Speaking III. Woodwork III.
Music III. Sewing III.

Semester Two.

Credit Courses.

Reading V. History IV.
Arithmetic IV. Spelling-Penmanship IV.
English IV.

Half Credit Courses.

Public Speaking IV. Woodwork IV.
Music IV. Sewing IV.

HIGH SCHOOL ADMINISTRATION.

Hillsboro, O. The commercial course has been revised to include two years of shorthand, two of typewriting, two of bookkeeping, one of business arithmetic, one of writing.

St. Paul, Minn. Following the successful completion of the course in Swedish at the Johnson high school last year, the board has added a similar course in Norwegian and has extended the time of both to four years. The two languages have not been added to the other high-school courses, but may be introduced upon the application of thirty pupils. Over one hundred students took Swedish last year.

East Grand Forks, N. D. A department of normal training has been established in the high school. The classes are open to all students who have completed at least four years of high school or have had some experience in teaching. Extensive credit is allowed both on the regular high-school course and on teachers' certificates.

Bristol, Me. A commercial course has been added to the high school.

Crawfordsville, Ind. A nine months' course in stenography and a new course in agriculture have been introduced in the high school.

Bloomington, Ill. Domestic science has been extended to four years. The first two years are to be devoted to sewing and design while cooking

will receive the main attention during the last two. The manual training course has been extended to cover four years and a special instructor has been retained.

Sprague, Wash. Manual training and domestic science have been added to the high school course. The former will consist of practical woodworking, carpentry, care and use of tools, freehand and mechanical drawing and kindred subjects. Boys may take a part or all of the course offered. Domestic science will include cooking and serving, laundering, purchase and testing of textiles.

Ripon, Wis. A new course of study in the high school allows two units of credit for music lessons pursued by students outside of the school sessions. Teachers giving this instruction must have a license from the state board of examiners. In manual training and domestic science, two units of work are offered in each subject. The plan has been adopted of pursuing the work early in the morning and late in the afternoon in order that the students may take it regardless of the academic classes.

Brainerd, Minn. A normal training course has been authorized for the high school. The work will fill a demand for such a course on the part of the students from the surrounding country districts.

Canton, Ill. Normal extension work has been resumed in the high school. The subjects offered are sociology and the history of education.

Sandstone, Minn. Several new subjects, including domestic science, manual training, music and agriculture, have been added to the high-school curriculum.

Segregation of the sexes during the first two years has been attempted this year at the Stadium high school, Tacoma, Wash.

Cincinnati, O. The school board has adopted a recommendation of the superintendent providing for the establishment of a model flat for the training of negro girl pupils in cooking and household work.

Superior, Wis. Commercial courses have been established in the Superior and Nelson Dewey high schools. The establishment of these courses entitles the school to aid from the state to the extent of one-half.



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CARTHAGE, MISSOURI, U. S. A.

A MODEL REPORT.

School accounting is rightfully coming forward as one of the important problems of school administration. The growing activities of the schools, the increases of salaries, the enormous rise in the cost of building construction and maintenance makes accurate accounting the first essential of the economic control of every school system.

In the movement for improving school accounting no single school-board official has labored more ardently or effectively than Mr. Henry R. M. Cook, auditor of the New York Board of Education. His activities in writing and speaking for the standardization and unification of school-bookkeeping methods are influencing officials from the Atlantic to the Pacific Coast.

But even more eloquent than his words are Mr. Cook's own annual reports. The latest, covering the year 1912 is a formidable volume, 14 by 22 inches in size, containing 476 pages of tables, diagrams and illustrations. Still the report is comparatively simple when it is considered that it covers a total annual turn-over of \$40,089,666.50 for the education of 663,516 children and adults. The report follows the suggestions and requirements of the United States Bureau of Education not only in the definition and classification of accounts but also in bringing out essential totals and details which may be a guide for school policies and a check upon future expenditures.

Particularly interesting is a chart in which the cost-per-student-hour is graphically illustrated. This chart affords a ready means of comparing the cost relationship between every school activity which is impossible under the system of annual per capita costs. It is interesting to note here some of the relatively high

costs for activities which, while the total sums spent are comparatively small involve a high cost per hour, based on the aggregate hours of actual attendance. Thus the truant schools cost 19.078 cents per hour; the evening high and trade schools, 12.6 cents; the girls' trade school, 10.234 cents. How high these are may be understood when it is said that the cost of elementary day schools was 3.692 cents per hour and the day high schools, 9.276 cents. The plan of figuring annual costs upon the unit hour basis changes radically the percentages of cost and affords a much closer estimate of actual costs. Thus the expenditure for elementary instruction was \$19,917,908 or 81.57 per cent of the total expenditure for instruction. On the basis of the aggregate hours of attendance the cost of elementary instruction was 87.62 per cent of the total hours of instruction in all schools.

One of the remarkable tables of the report is a comparison of the total school attendance of New York with the larger cities of the United States. It proves that New York's 663,516 pupils exceed the combined attendance of Chicago, Philadelphia, Boston, St. Louis and Cleveland, which aggregate 626,104. Similarly New York exceeds the combined totals of Pittsburgh, Baltimore, Newark, Detroit, Los Angeles, Washington, Minneapolis, San Francisco, Milwaukee, Cincinnati, New Orleans, Jersey City, Kansas City and Denver—with 571,855 school attendance.

A section of the reports includes a photograph of every school building owned by the board. The pictures are accompanied by a plan of the respective sites, a description, a history of its acquisition, and present cost of site, and improvements and building and contents.

A series of 196 photographs illustrating nearly as many distinct activities of the New York schools closes the volume.

BUILDING AND FINANCE.

During the late fall and early winter the City Club of Chicago will hold in its club rooms an exhibit of public buildings and grounds for the purpose of stimulating municipalities to make improvements in the design and construction of police stations, libraries and school buildings, and in the layout of streets and alleys, play grounds, etc. A large space will be devoted to school buildings and grounds and it is the desire of the subcommittee in charge of the school exhibit to secure helpful suggestions from all persons interested in school work.

The general purpose of the exhibit will be to show the functions of school buildings and grounds and the adequacy of existing structures for performing these functions. Particular attention will be paid to heating, ventilation, lighting, seating, and general care of schoolhouses. Persons interested are asked to send suggestions to Mr. Wm. J. Bogan, Chairman, Subcommittee of School Buildings and Grounds, Sedgwick and Division Sts., Chicago, Ill.

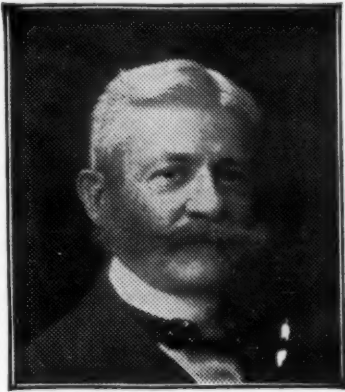
In permanent trust funds which include school, university, internal improvements and swamp lands, Minnesota is now the richest state in the union. At the close of business on July 31, the total invested fund was \$31,734,283.95.

A year ago the amount credited to the funds named was \$29,743,768.39. The increase represents the sale of agricultural lands, iron ore royalties on pine and other timber sales.

The state auditor has estimated, and this is a conservative official statement, that before the year 1950, when nearly all existing mineral contracts will have expired, the trust fund of Minnesota for the benefit of its schools will aggregate \$200,000,000, divided as follows: permanent school fund, \$130,000,000; permanent university fund, \$20,000,000; swamp land fund, \$50,000,000. This will mean an income of \$8,000,000 each year if invested at 4 per cent. It will mean also great sums invested in improvements.

Missoula, Mont. Mr. Ole Bakke has been selected as school architect for the board of education.

The school apportionment for the scholastic year for the Texas public schools has been fixed at \$7 per capita, an advance of fifteen cents over the apportionment of last year. It is estimated that the scholastics for the coming year will



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SPRINGFIELD, MASSACHUSETTS

number 1,150,000 creating a fund of \$8,050,000 to be apportioned.

Philadelphia, Pa. The cost of education for each child in the elementary schools, during the past year, was \$26.64 and for each child in the high school, \$94.92. In the elementary schools \$22.07 went for the cost of instruction, while \$4.57 was expended for maintenance and equipment. But \$9.59 has been spent on the average night school student.

The cost of providing playground facilities for each child was 70 cents; 43 cents for instruction and 27 cents for maintenance. For school gardens \$12.10 has been spent for each pupil. School garden teachers received \$9.09 of this amount and \$3.01 was expended for maintenance purposes.

A FIRE-PROOF SCHOOL.

(Concluded from Page 16)

slate stalls. The lavatories are supplied with hot water.

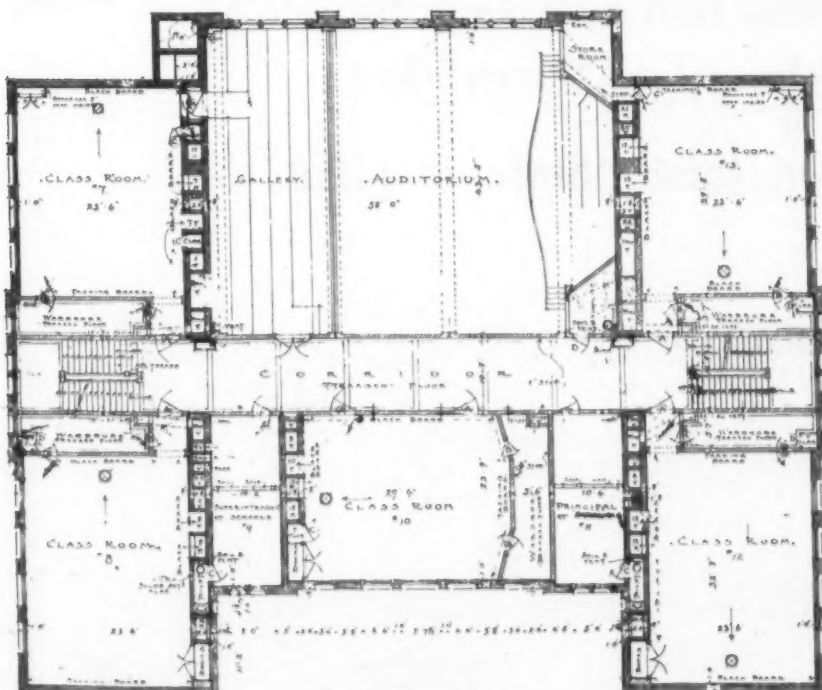
The building cost, complete, \$88,123.90, without furniture. Of this sum, \$68,759.90 were applied to the general contract; \$12,013 to the heating and ventilation; \$3,893, to plumbing; \$3,458 to electrical equipment. Figured upon a cubic contents of 491,616 feet, the total cost was 18 cents, of which 14 cents or 78 per cent, were applied to the building proper and 2.4 cents or 14 per cent to the heating. The cost

per pupil, on the basis of 700 capacity, was \$125.88.

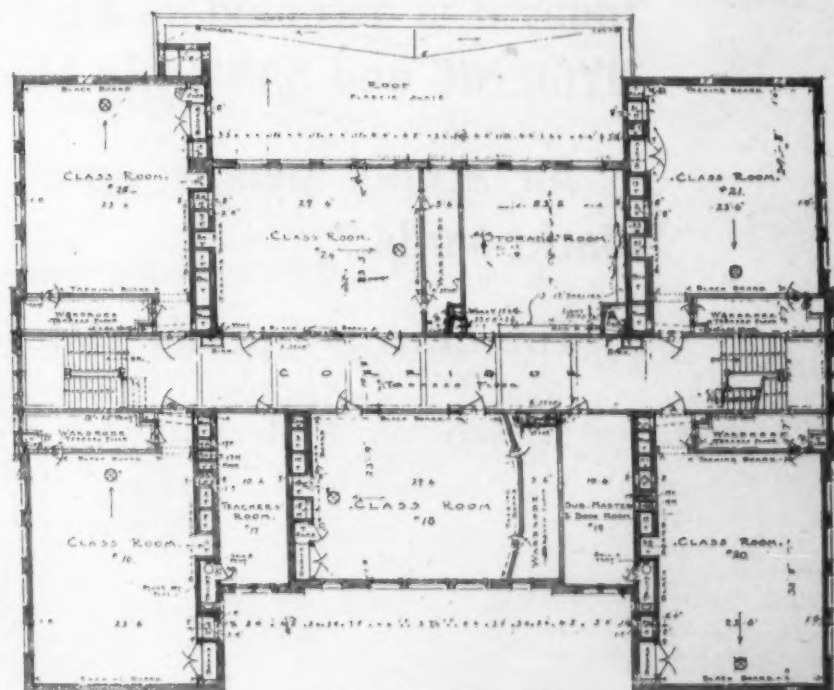
The building was designed by and constructed under the supervision of Messrs. Brainerd & Leeds, Architects, Boston, Mass.

Number of Schoolhouses and Value of School Property in the New England Common Schools in 1910-11.

States.	Number of Buildings Used as Schoolhouses.	Estimated Value of All Public School Property.
Maine	3,780	\$ 7,638,067
New Hampshire	1,734	5,629,524
Vermont	2,101	4,123,413
Massachusetts	4,326	72,685,323
Rhode Island	534	8,446,113
Connecticut	1,517	20,774,389



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and could demand, as he demanded in years gone by, the attention of American educators he would discuss with the Buffalo Congress of School Hygiene the question of classroom hygiene.

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E. J. Johnson, 38 Park Row, New York City

Lehigh Struc. Slate Mfg. Co., Bangor, Pa.

North Bangor Slate Co., Bangor, Pa.

Parsons Bros. Slate Co., Pen Argyl, Pa.

Penna. Blackboard Co., Slatington, Pa.

Phoenix Slate Company, Wind Gap, Pa.

Stephens-Jackson Co., Pen Argyl, Pa.

M. L. Tinsman & Co., Pen Argyl, Pa.

Thomas Zellner, Slatington, Pa.

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Southworth's First Book in American History
The Twentieth Century Spellers
Upham's Introduction to Agriculture
Adams' Elementary Commercial Geography
The Krohn Physiologies

Superintendents and Principals interested in any of the above books are cordially invited to correspond with the publishers, who will gladly respond to requests for further information.

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arrangement of topics,
clearness of statement,

it seems to me to meet the needs of secondary school work better than any other grammar I know of."—W. A. ROBINSON, *Head of Latin Department, The Lawrenceville School, Lawrenceville, N. J.*

Amherst
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".....an excellent piece of work, in which a scholarly standard has been maintained, all the most essential facts and rules very clearly stated, and very carefully arranged."—W. L. COWLES, *Professor of Latin, Amherst College.*

This grammar is unique in the fact that it is sufficiently clear and simple in style for the beginner and yet has the scholarly completeness needed for college work. It vitalizes the study of Latin as no other grammar has ever done.

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NEW INDIANA INDUSTRIAL COURSES

Complete courses of study for vocational branches in the elementary and secondary schools of Indiana, prepared by State Director William F. Book, and much other valuable material on the subject are contained in a handbook issued recently by State Superintendent Charles A. Greathouse. Vocational and industrial education have since September first become an integral part of the Hoosier educational system and the new handbook not only lays the basis for the manual training and domestic-arts' studies now offered, but also suggests the policy which the state will follow in developing actual trade instruction.

In the introduction to the work, Mr. Book says the present problem of vocational education is one that must be worked out through experiment and experience. Much progress, he adds, can be made by giving a vocational turn to many studies already included in the curriculum.

"Furthermore, nature study, agriculture, drawing, handwork, manual training, domestic science and a study of the household arts, help to overcome the isolation which at present exists between school and life. If rightly studied, these subjects have an educational value equal if not superior to most of the traditional school subjects. In addition, they give pupils help in making a right and intelligent choice of an occupation.

Not to Cripple Present Work.

"It is not the thought that the vocational work should supplant or cripple the fundamental work of the public schools. A command of English, a mastery of number relations, the ability to express one's thoughts in writing or drawing and design, is as much needed for success in a future vocation or trade as is the plane by the carpenter or the trowel by the mason. Furthermore, the natural, healthy growth and development of the child, both physical and mental, is as necessary for making a skilled worker and an efficient citizen as is the special school or apprentice shop. Habits of healthful activity, right habits of thinking and work, the power to observe and control all parts of the body quickly

and accurately—these are universal tools necessary for every occupation or trade. Any defect here means that there is no basis for the future education and training to rest on."

Should Train Physically.

Vocational work in the lower grades, the book says, should be hand training, for the development of mental and physical powers of control. Exercises should be arranged as much as possible to reduce the physical awkwardness to which man is, by nature, heir. The child should be taught how to earn a living and carry on the work of the world. Household, agricultural, commercial, industrial and professional occupations should be taught in a way to give the child an appreciation of all of them. The industrial work in the lower grades should be the same for all, regardless of sex or future vocation.

In the seventh and eighth grades the aim should be to develop skill in the operations which are more or less common to ordinary occupations. The basis for efficiency should be laid in these grades.

Choice Left to Teachers.

No detailed course of study for vocational subjects has been outlined in the manual for the first six grades of the elementary school. Each teacher, it is directed, should decide to do the things for which she is best suited and which are possible in her school. Carefully planned visits to farms, factories and shops are advised. Manufactured products, books and materials relating to an industry may be placed in the library, and clippings from newspapers relating to industries may be brought to school by the pupils and posted on bulletin boards.

The state board of education has ruled that not less than two periods a week shall be devoted to instruction in agriculture in the seventh and eighth grades in township and town schools. In high schools the equivalent of a full year's work must be done. The work in a high school may all be done in one year or in a longer period of time, but the time must aggregate at least thirty-two weeks, with three recitations a week

and two double periods in laboratory work each week, if credit is to be given for the work.

Agriculture in Higher Grades.

The course in agriculture for the seventh and eighth grades is divided into six general topics—soils, crops, animal, husbandry, horticulture, dairying and poultry. In each the course of study is merely tentative, and the book says that it is subject to revision, dictated by experience. A two-year course has been prepared for these grades. For the high school enough work has been outlined in each of the six subjects to occupy full time for eighteen weeks. This arrangement makes it possible for high schools to offer a full three years' course in agriculture if they wish to do so.

High-School Courses.

The complicated nature of the problem of developing vocational courses for the high schools of a state is discussed in the handbook and the suggestion is made that each community must develop its own plans in accordance with local needs and resources.

There are those preparing for college and the higher scholarly and technical pursuits; there are those who know they will take technical and industrial careers, and there are others who will wish to begin a special technical education almost as soon as they reach the high school. Courses must be arranged for all of these. The best way to do this, the handbook says, is not yet clear and the problem must be worked out.

The steps for the solution of this complicated problem are suggested as follows:

Our immediate task is to develop the prevocational work in the regular schools, outlined in this course. This must be followed by vocational work in special departments or schools. Some pupils must stop school at fourteen and go to work. For these a system of part-time or continuation schools must be arranged that will give them special training and instruction along the lines of the vocation that they have taken up. In some cities it may be necessary or advisable to start a special day school or department for this group of young people. Some pupils will want to continue their education after the work of the elementary school has been completed,

Notable New Books Published in the Last Two Years

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Davis-Julien's Readers
The Haliburton Readers
The Richards Spellers
Torelle's Plant and Animal Children
Brown's Health in Home and Town
Civics for Americans in the Making

For High School

Webster's Ancient History
Webster's Readings from Ancient History
Thomas's English History
Gerrish & Cunningham's English Composition
Wells & Hart's Algebras
Mosher and Jenny's Lern- und Lesebuch
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Wesselhoeft's Elementary German Grammar
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NEW YORK

CHICAGO

but along more purely vocational lines than the regular high school provides. For these special departments in the high school or separate day schools must be arranged with a course of two, three or four years in length, to give the special vocational training required in that community. Others will want to continue their general education while they are getting special help for their future vocation. These may continue in our regular high schools, taking the special vocational courses in agriculture, domestic science and the industrial arts that should be arranged for them. For those who may wish to prepare for leadership in the industries these courses might be extended. In some sections technical high schools might be organized to meet the needs of this class. There will also be adults in every community who have passed school age, but who desire vocational instruction. Their needs may be met by the regular evening schools and our present system of university extension.

VOCATIONAL EDUCATION NOTES.

The school committee of Worcester, Mass., has adopted a half-time plan for the better education of boys and girls who leave the grammar school to seek employment in unskilled industries.

Pupils in order to be admitted to half-time classes will be obliged to have a regular occupation during the alternate weeks they are not in school and must be prompt and faithful in attendance. Classes will be under the direction of a supervisor who will select the pupils, confer with their employers, help them to secure employment and co-operate with teachers and parents.

The course will be four years in length and will include the following subjects:

English, paying attention to business forms and industrial terms.

Spelling, words most used in business.

Compositions, business and industrial themes. Commercial and industrial arithmetic.

Introduction to algebra.

Manual training, four periods a week.

Domestic science, four periods a week.

Spanish, French and German, if attendance warrants it.

Physiology, three periods a week, especially hygiene.

History, general history and commercial and industrial history.

Elkhart, Ind. Shops have been equipped in the industrial training department of the high school to accommodate pupils from the grades and high school who wish to take manual training. Elementary benchwork and wood joining will constitute the work the coming year.

The board aims to have a unified course for both boys and girls beginning in the grades and carried on into the high school. Two periods per week in the grades and five periods in the high school will be devoted to manual training.

Grand Rapids, Mich. The course of study for the school of printing at the Junior high school has been approved and has become a part of the curriculum.

The course has been carefully prepared and is said to be perfectly satisfactory to the union officials who have looked into its requirements. The first year includes the following phases of the printer's trade:

Learning the case, spacing and justification, indentation, punctuation, capitalization, the hyphen, arithmetic, grammar, the point system, distribution of type, proving, correcting, makeup, job work, stone work, imposition and press work.

The end of the first year's work includes talks by men who are informed on papermaking, daily newspapers, the monotype and the linotype. The cost system, what it means to the employe and the employer, also will be discussed for the benefit of the student.

In the second year those having attained a desired degree of proficiency may take advanced work along the line of better composition and higher mathematics. During the third year of study the advanced stages of printing are studied.

Supt. A. S. Kingsford of the West Side schools of Aurora, Ill., has adopted a plan for the development of separate courses in vocational subjects in the high school and for an ultimately larger recognition of the industrial phases of work in manual training and home economics.

It is the belief of Supt. Kingsford that as the majority of the pupils must ultimately earn their

living with their hands, some provision should be made in order that they may be skilled for the vocations which they will select. While no special efforts are to be made to reduce the amount of academic work, an attempt will be made to keep the school course in touch with the most practical phases of vocational training.

Fort Wayne, Ind. A vocational school has been opened in the Washington school in compliance with the new state vocational law.

Louisville, Ky. Printing, cabinetmaking and mechanical drawing have been introduced in the prevocational school.

York City, Neb. The school board has leased nine acres of land for an experimental farm in connection with the study of agriculture in the public schools.

Mayor Scanlon of Lawrence, Mass., has presented to the state board of education for approval, an ordinance providing for the establishment of an evening industrial school in the city to take place of the ordinary night school.

The ordinance provides for the appointment of a commission of seven members who shall control the affairs of the school and arrange the curriculum. The approval of the state board of education which has been assured, carries with it the aid of the state authorities in the maintenance of the school.

Supt. E. U. Graff of Omaha, Neb., has introduced the study of agriculture in the high school. The legislature set aside \$15,000 to be divided among nineteen high schools for instruction in this subject. In order to secure state aid for the new subject, the cities to whom the appropriation has been allowed must furnish not less than five acres of land for experimental farming and must employ one or more instructors for the teaching of agriculture, manual arts and domestic science.

Royersford, N. J. The high school is considering the establishment of vocational education in the course of study.

Worcester, Mass. The school board has provided for the establishment of a part-time school for students in the grammar grades who are obliged to leave school to seek employment in unskilled industries. A four-year course has been prepared.

TEXTBOOKS FOR ELEMENTARY SCHOOLS

THE GOLDEN RULE SERIES

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Cicero Composition.

By Harry Scott and Charles H. Van Tuyl. 109 pages. Scott, Foresman & Co., Chicago, Ill.

A handy composition book, with graded lessons, founded on Cataline, the Manilian Law, and Archias. It will be found useful for teachers in setting exercises. The brochure contains the Harvard College entrance examination papers, June, 1911-1912, and an extensive vocabulary.

The Heart of a Boy.

By Edmondo De Amicis. Cloth, 293 pages. Price, \$0.45. Rand, McNally & Co., New York, Chicago.

"The Heart of a Boy," by De Amicis, has reached its 300th Italian edition, and is a recognized boy classic. It will be good reading for American boys. The book has some explanatory notes, a biographical sketch of Edmondo De Amicis, a list of books by De Amicis in English translation and another list of books about Italy.

Elson Primary School Reader.

(Book Four.) By Wm. H. Elson. 301 pages. Price, \$0.45. Scott, Foresman & Company, Chicago, Ill.

One benefit arising from the issuing of so many grade readers is that the compilations and selections are more carefully made. We get in these days, scraps of real literature in many of our modern readers. The present one is particularly good in this respect. The paper, type and general make-up is satisfactory, and the prices moderate.

Ancient History.

By Hutton Webster. 665 pages. Price, \$1.50. D. C. Heath & Co., Boston.

There are many excellent ancient histories—but this of Professor Webster merits a more careful examination. Emphasis is laid on the cultural side of the study,—and on the social,

economic features of the past. Christianity and its influence on the Roman Empire is very carefully treated, so that a correct impression is left on the mind of the student. We cordially recommend this text for trial. Review questions follow every chapter. The balanced handling of this vast material, and the modern viewpoint will strike the reader at once.

The Early Sea-People.

By Katharine E. Dopp, University of Chicago, Chicago, Ill. 224 pages. Rand, McNally & Co., New York, Chicago.

In the form of a continued story of adventure the "Early Sea-People" gives an account of the ancestors of the Teutons and the Scandinavians, the forefathers of the Vikings, who are supposed to have lived on or near the coast of Denmark several thousand years ago. In addition to the dramatic story, which is very well told, there are numberless suggestions under the caption "Things to Do," and another set, "Things to Think About" which would keep an active and energetic boy (or girl) busy and happy for many a month. The book is charmingly full of the love of the sea, and must prove a delight to children.

Jataka Tales.

Retold by Ellen C. Babbitt. 106 pages. Price, \$0.40, net. The Century Company, New York.

There is nothing precisely like these Jataka Tales, taken from one of the sacred books of the Buddhists. Miss Babbitt has selected some of the simplest and most entertaining, and particularly adapted to the limited comprehension of small children. Many of them are lofty in meaning. The unique forty-two illustrations are in silhouette by Ellsworth Young. It is difficult to take up this book without reading it to the end.

Preparing for Citizenship.

By William Backus Guiteau. 279 pages. Price, \$0.75. Houghton Mifflin Company, Boston, Mass.

Emphasis has been placed in this book of civics on the ethical side of that science, upon what is sometimes called political morality. The chief value in the subject of civics lies not in the mere teaching of facts about government, but rather in creating in the minds of pupils

high ideals of citizenship and of political conduct. The book at the end of each chapter gives a list of questions for investigation. There are several useful appendices, and an index. The work ought to be successful.

Panama Past and Present.

By Farnham Bishop. 271 pages. Price, \$0.75, net. The Century Company, New York.

Farnham Bishop, the author of this volume, is the son of the Hon. Joseph Bucklin Bishop, secretary of the Isthmian Canal commission, and therefore his material has been gathered under the most favorable auspices. The setting of the story of the great dam includes a geographical introduction and a complete history of the Isthmus and its various owners.

The small volume is written in a crisp, familiar style and possesses abundance of interest as well as solid instruction. The chapters read almost as familiar letters from a friend and are replete with information. The engravings are handsome, and the canal statistics in the appendix are a valuable compilation.

The Latin Ladder.

By Robert W. Tunstall. 304 pages. Price, \$0.90, net. The Macmillan Company, New York City.

It is true that nine Latin students out of ten turn out to be what their first year of the study makes them. R. W. Tunstall while not offering, in this book a honey rimmed cup of medicine to the student, has tried to make the first year's work in the study of Latin thorough, and if not easy, at least interesting. Thus the "ladder" is a compromise between the old and new type of textbook for beginners. The proof of the success of the book must, of course, be left to the teacher in the classroom, but from a more cursory reading we recommend its trial.

Art for Life's Sake.

By Charles H. Caffin. 288 pages. Price, \$1.25. The Prang Co., New York.

The topic of this book is: "What is Art, and who is the Artist?" The author claims that the supreme art of the new Democracy is to be the art of Human Life; the molding of the individual and collective life into forms, efficient, healthy and happy, that shall embody with ever increas-

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ing realization the Democratic ideal—Life, Liberty and Pursuit of Happiness. The author in his pages endeavors to show that the idea of Beauty involves whatever makes for healthful and happy growth of the individual and collective life, and thus men and women may become artists of their own lives and co-operate as artists in the whole life of the community. While one may disagree with the writer's definition of beauty, and with some other points in his thesis, the work is worth a careful perusal as a study in aesthetics.

Mewanee.

By Belle Wiley, Rochester, N. Y. 101 pages. Silver, Burdett & Co., New York.

The story of a little Indian boy. A book of large type and intended for the lower grades. It is interesting.

Lincoln.

By Wm. H. Mace. 191 pages. Rand, McNally & Co., New York.

In the "Little Lives of Great Men Series" is Lincoln, the Man of the People. It is a short sketch that will interest children and is plentifully illustrated. The principal events of the president—martyr are touched upon sufficiently.

The Three Gifts of Life.

By Nellie M. Smith, A. M., with an Introduction by Thomas Denison Wood, A. M., M. D. 138 pages. Dodd, Mead & Company, New York.

This book is evolutionary—the cheap, unscientific kind of evolution of the Sunday supplement; God of course is not mentioned. However, on page 76 in describing the phenomena of human conception, we read:—Now you might think a fairy must be around, such wonderful things begin to happen.—Here was her opportunity to give the young reader reverent and elevating thoughts concerning the great Creator of the Universe, but no,—this would be unscientific, forsooth.

A great defect still in this book, is the astonishing crudeness, indelicacy of the language. We may specify pages 16-18, page 58, page 85, page 96. The last chapter is specially objectionable. It seems strange that a woman should have written such a book; by no means must it be allowed to come into the hands of younger readers. There are other available books which

treat this subject in a more reverent, satisfactory way.

A Manual of Personal Hygiene.

(Revised.) Edited by Walter L. Pyle, Philadelphia, Pa. 12mo, cloth, 516 pages. Price, \$1.50, net. W. B. Saunders & Co., Philadelphia.

It is rather refreshing, after seeing so much published on this subject that is absolutely objectionable, to know that Pyle's Personal Hygiene is in its Fifth Edition. It contains a new chapter on the important and timely subject of Food—Adulteration and Deterioration. This manual is, in our opinion, entirely unobjectionable in dealing with delicate subjects, and would be a vade mecum for health for every individual who studied it carefully. The work is scientific, practical, and healthily sane throughout, and perhaps no better textbook could be found for teachers and parents, who, in the past, have both woefully neglected the subject of personal hygiene. Dr. Walter L. Pyle, edits the volume, to which ten prominent physicians are contributors.

The Posture of School Children.

By Jessie H. Bancroft. 327 pages. Price, \$1.50, net. The Macmillan Company, New York City.

This is an excellent book for all who have calisthenic exercises to conduct,—and for all teachers who are interested in the physical welfare of their pupils. It will fill a unique place in the school reference library.

Designs in Leather.

By Frederick W. Ried, Framingham, Mass. Milton Bradley Co., Springfield, Mass.

This collection of nineteen simple designs in leather are the result of years of experiment by a leading supervisor of manual training. They have been developed not only for their artistic value but for practical usefulness of the finished products. Complete directions accompany the plates.

What Children Study and Why.

By Charles B. Gilbert. 337 pages. Price, \$1.50, Silver, Burdett & Company, New York City.

For those school officials and teachers who talk against "the over-crowded curriculum" as well as for those who clamor for the addition of the latest educational "fad" this book offers unique and valuable material. It discusses the values of all subjects taught in the elementary school

course of study, and shows how they should be treated. The author has wisely kept the technical phraseology well within the understanding of the average reader.

Two of the best chapters in the book are "The Correlation of Studies" and "Efficiency of the Course of Study."

The much-discussed problem of Sex Hygiene, is sanely handled.

Training the Boy.

By William A. McKeever, Kansas State Agricultural College. 368 pages. Price, \$1.50, net. The Macmillan Co., New York.

Many have read Prof. McKeever's former book on "Farm Boys and Girls,"—and all who have done so will be glad to have a second book from his pen, dealing with city life more particularly. Much valuable, common sense advice is gathered together in attractive form; but the views of the writer on religious influences, and the best way of bringing them to bear will not satisfy those who regard religion as a definite system of doctrine, and morality based on a divine revelation. However, no word or thought of the writer is controversial or uncharitable, and many good suggestions will come to parents from reading these pages.

Cromwell, England's Uncrowned King.

By Esse V. Hathaway. 182 pages. Price, \$0.35. Rand, McNally & Co., Chicago, Ill.

Most biographies of great men are written for the adult mind, and contain little or no inspiration for the mind of the child, being beyond the latter's comprehension both in style and matter. It is evidently the intention of Esse V. Hathaway, in the "Little Lives of Great Men"—of which Cromwell is one of the series—to bring the lesson all great men teach to the plane of understanding of the child at his most impressionable age. In this the present volume appears to be measurably successful. The book contains a chronology of the life of Cromwell, and a reading list of value.

The Way to the Heart of the Pupil.

By Dr. Herman Welmer. Authorized Translation by J. Remsen Bishop. 194 pages. Price, \$0.60, net. The Macmillan Company, New York City.

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There seems to be a growing recognition of the necessity of inculcating a moral sense in our schools, and at the present time there is a literature devoted to the teaching of morals in the school, which is rapidly growing. Some of the best minds are at present devoting time and skill to this important question with good results. The indirect method is favored by some, while the direct method finds its adherents as well. This volume, not especially intended for the pupil, is written for the benefit of the teacher and the parent, to enable them to train children systematically in the virtues. The book is by the authors of the "Golden Rule Series," and may be used in conjunction with that set of readers, or independently "Moral Training," "The Bodily Life," "The Intellectual Life," "The Social Life," "The Economic Life," "The Political Life," "The Moral Atmosphere of the School," are the titles of some of the chapters, and which give a fair idea of the nature of the contents of the book. Such a work is to be highly commended.

The Second Book of Stories for the Story-Teller.

By Fanny E. Coe. 206 pages. Price, \$0.80, net. Houghton Mifflin Company, Boston, Mass.

There is no more charming way by which to instruct children than the story-telling. Didactic lessons are often received coldly and make but little impression, but a well told story with a moral in it is grasped by almost the smallest child. Fanny E. Coe has gotten together a bunch of pretty stories that will be a great help to teachers in the lower grades, and to mothers in the lengthening evenings. "The Second Book of stories for the Story-Teller" will make an admirable supplementary reader.

Ideals and Democracy

By Arthur H. Chamberlain. 173 pages. Rand, McNally & Co., New York.

"Impression and Personality," "Men in the Making," "The New Century's Awakening," "The Classics of Industrialism," "The Library as an Educational Factor," are some of the headings of this new book on Ideals and Democracy. The volume is intended primarily for reading circles, for the general reader, and for those who find the average book too technical in terminology, too extended in treatment, or too diffuse.

College Life.

By Le Baron Briggs. 124 pages. Price, \$0.35. Houghton Mifflin Company, Boston, Mass.

Professor Briggs, of Harvard, has said some extremely sensible things in his little brochure of 124 pages. There are four essays that it would be worth the while for every college man, and every man preparing for college, to read and ponder. While not agreeing with all that these pages contain, yet there is enough good and sound thought, put in a terse and almost easy way to make the book thoroughly worth while. Such books cannot but do a large amount of good.

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Clay Modeling for Infants.

By F. H. Brown. 132 pages. Price, \$0.75. Sir Isaac Pitman & Sons, Ltd., New York, N. Y.

Many children are today debarred from some of the time-honored pursuits and amusements natural to childhood. One of these is making "mud houses" and mud pies. Children of the crowded slums cannot, as they have no place; children of the rich may not, as they are kept too clean. Both extremes are sufferers. Working in clay meets their needs. It develops in the fingers the sense of touch, it strengthens the muscles of the hand, and gives facility and power to the entire hand. Quite a favorable showing for this occupation.

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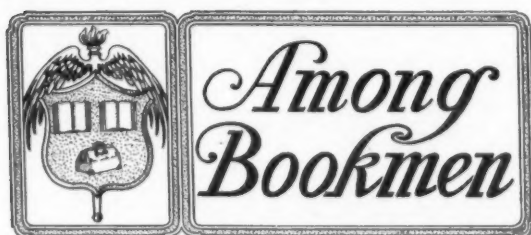
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What Did He Mean?

The correspondence coming to an educational publishing house might be supposed to be faultless, at least in respect to spelling, capitalization, punctuation and the use of common words. Such is not the case, however, as any publisher or bookman can prove from actual experience. Teachers and even principals are careless in writing letters and many school-board members prove by their correspondence that they are practically illiterate.

Following is an exact transcript of a letter received by Ginn & Company from a country school official in a middle-western state.

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Dear sirs:— the American Book Company's Agent was hear the First Part of this week and he told me to Axcamen the G S Geog if thy whar up to Date and so i Did and By Looking thos over i Found only 2 that ill Coll up to Date Now if you intend to Do this or It was your agents Fult, I Con Not Say. But I know that i isn not goying to keep any of your Books Just in Count of that and if you will make good thos G S Geog as i think you will I con Say once is enough when i Order Books From Any Book Company Ill hove the Latest out or we can keep what we got I am For good School and Books

The Teacher's Treatment.

A bookman once asked old Major A. J. Cheney, who for many years travelled in the Middle-West whether he had been frequently taken for a teacher after he had entered the book-publishing field.

"No," said the Major genially, "but I have been treated like one."

"How was that?"

"Well, I sometimes thought my salary wasn't any better than a teacher's."

Mr. Carl Newman, who formerly represented The Prang Company in the Middle West, is now connected with the Chicago Academy of Fine Arts.

Mr. E. T. Allen, who represents Houghton Mifflin Company in the central states, has changed his headquarters from Columbia, Mo., to Chicago.

Mr. W. H. Ficklin, of Littleton, Colo., is the new Mountain States' agent for Houghton Mifflin Company.

Mr. H. S. Roberts, who has represented Silver, Burdett & Company in New Hampshire and Vermont, has resigned to accept the superintendency of an important school union in New Hampshire, embracing the towns of Allenstown, Penacook and Pembroke. Mr. Roberts makes his home at Suncook, N. H.

Mr. Henry Lee Hatch, of Randolph, Vt., has accepted the Vermont and New Hampshire agency for Silver, Burdett & Company, Boston.

Mr. W. S. Gooch, who looks after the Macmillan interests in North Carolina and the Virginias, makes his headquarters at University, Va.

Mr. Andrew Lester, who formerly represented A. S. Barnes & Company, is now connected with the Union Book Co., Chautauqua, N. Y.

Mr. Robert C. Lyon, for the past two years a teacher in the Calumet, Mich., high school, is now representing the Century Co., in Illinois and Ohio.

Mr. J. L. Grogg covers the Southwestern states for Newson & Company. He makes his headquarters at Dallas, Tex.

Miss Josephine Woodcock, who traveled in the Middle-West for B. D. Berry & Company and who resigned some months ago, is now living in Berkeley, California.

TEXTBOOK NEWS.

Rockford, Ill. Smith & Laing's Latin (Allyn) and Morgan & Lyman's chemistry (Macmillan) have been adopted for the high school.

Duluth, Minn. Watson & White's arithmetics (Heath) have been adopted in place of Walsh's textbook.

A valuable service of the United States Bureau of Education is that of supplying selected bibliographies on important topics of education. The bibliographies have been accumulating for several years, and the Bureau now has on hand several hundred of them in typewritten form. To supply the demand for certain of these the Bureau is having them printed. Those now available in printed form are: Secondary Education in the United States, The Montessori Method, Rural Life and Culture, The Economic Value of Education, Play and Playgrounds, Home Economics, Higher Education, Mothers' Clubs and Parent-Teacher Associations.

Any of these may be had by applying to the Bureau of Education, Washington, D. C.

Chicago, Ill. The publishers of the United States have been requested to submit to the board of education bids for the sale of spelling-book manuscripts or the rental of plates. Under a recent ruling of the board, the manufacture of spelling books will be undertaken by the school authorities.

The Aldine primer and lower readers (Newson) have been adopted for basic use in the schools of Macon, Ga. The adoption includes the whole of Bibb County of which Macon is the county seat.

The Union Book Company has recently been organized at Chautauqua, N. Y., to publish school books. The first offering of the firm is Home Authors—Pennsylvania, a volume of selections from authors who were born in or lived most of their lives in the Keystone state. The firm is now engaged in bringing out a new series of writing books prepared by Mr. Maurice E. Bennett of Pittsburgh.

Kansas City, Mo. The board of education recently adopted for basic use Ward's Rational Primer and first and second readers (Silver) and the Modern Music Primer and first Reader (Silver).

Charlotte, N. C. The recent changes in textbooks have involved the substitution of one book for the two-book series heretofore in use. The books adopted are as follows: Maxwell's elementary grammar (Am. Book Co.); Milne's high school algebra (American); Our republic; Webster's Blue-Back Speller has been readopted.

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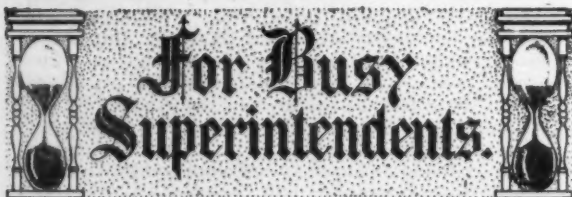
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"ONE WOMAN RULE."

An interesting sequel to the troubles which broke out during the past summer between Superintendent Ella F. Young of the Chicago schools and members of the board of education and certain political leaders was made public last month in an interview given by Mayor Harrison to the press.

Following a conference of Mrs. Young and President Reinberg of the board of education the mayor said:

"I believe the superintendent of schools should be superintendent in fact as well as in name—should, in short, be boss of the works."

"Several years ago I appointed a commission of which Dr. William Rainey Harper, then president of the University of Chicago, was chairman. This committee made an exhaustive study of school affairs. I attended most of their meetings and gained considerable information. I agreed with their findings, especially that the superintendent should be practically a czar in educational matters.

"If a member of the board doubts her wisdom and efficiency I should advise him not to turn down her recommendations but to look for a new superintendent. I have appointed members to the school board on the theory they would look after the business side of the administration."

CALIFORNIA SUPERINTENDENTS MEET.

The annual convention of the California Superintendents' Association, under the auspices of the state department of public instruction, was a most unique gathering lasting from September 21 to 26. It was not a convention in the ordinary sense of that term, but was rather a tour through the famous Shasta region of the Golden State.

The superintendents were accommodated in a train of four Pullmans, an auditorium car, a diner and an observation car. Part of the daily meetings were held in the train and part in the local halls at the towns where the train stopped.

The convention train left Sacramento at midnight, September 21, and stopped on Monday at Castle Crags for the day. A morning and an afternoon session were held and the train left for Shasta Springs at midnight.

Tuesday was spent at the latter place and some time was devoted to sightseeing at this famous resort. In the evening the train left for Sisson, where the third day's stop was made. The program this day included a climb to the top of Shasta with guides and horses. On Thursday the convention train left for McCloud,

the lumber center of California, where all the processes of transforming great forest trees into merchantable lumber were observed at first hand. On Friday, the fifth day, the train began the return journey, arriving in Sacramento at night.

The entire trip, including the programs and excursions, was planned by Edward Hyatt, state superintendent of public instruction. It is reported that the meetings were unusually enthusiastic and that the convention was a much better success than is ordinarily met with under the usual hotel conditions.

FOR BUSY SUPERINTENDENTS.

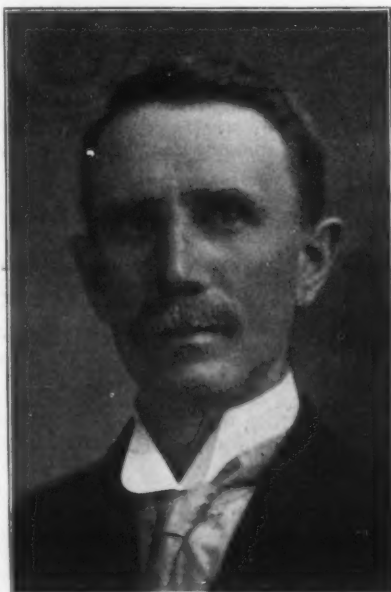
Supt. A. N. Cody of Flint, Mich., has opened an employment agency for students in the schools who wish to secure work for their board. Applications of prospective employers are received by telephone or mail and the principals seek to fill the need as fully as possible. The idea appeals to country children who may attend school in the city and pay their way while there.

A resolution was adopted recently by the Division Superintendents of Virginia demanding that the state make an additional appropriation of \$300,000 for common school work. The aim is to raise the standard of education and to place it on the proper level with other states. Figures were quoted to show that the present standing of the state's schools is due to the low per capita appropriation which is only about \$7 per year. A desire was expressed for more agriculture and vocational work in the elementary schools.

The state superintendent of Kansas has just issued a printed course of study for the rural schools. The course has been prepared by the state board of education and a committee of four and consists of an outline of the various branches of study for the various grades and much suggestive material for the guidance and use of the teachers.

While the state board of education has in the past prepared the course of study, it was not published by the state and there were always some schools which were not provided.

According to the Kansas law, reading, spelling and writing are major subjects for six years; grammar for three years; agriculture for one



HON. EDWARD HYATT,
Sacramento, Cal.

Who arranged novel trip for state superintendents' convention.



NEW ENGLAND EDUCATORS



have rendered valuable service in advancing the cause of education in this country. The work of New England authors has been especially noteworthy. Within the past year or so there have been published a number of works that have already brought country-wide recognition. Here are some of them:

"MINIMUM ESSENTIALS." A series of test papers in arithmetic and language for constant use in schools. These papers greatly increase the pupils' mastery of essential facts. The author is Superintendent Thomas E. Thompson of Leominster, Mass., where the system has been in use in temporary form for several years. A. E. Winship, Editor of the New England Journal of Education says, "Mr. Thompson has rendered to the world as well as to the profession a distinct and large service, and what he has done is no fad or freak or foible. The work in Leominster is probably unparalleled anywhere in the world."

Specimen sheets of Minimum Essentials may be procured from the publishers.

"THE BEACON SYSTEM OF READING," by James H. Fassett, Superintendent of Schools in Nashua, N. H. This system puts phonetics on a sane basis. It does away with the eccentricities that have long characterized phonetic readers, and gives the pupil an early independence in reading. The schools of Nashua, where the system has been in use for many years, have long been famous because of the unusual ability displayed by pupils in reading.



THE WENTWORTH-SMITH ARITHMETICS, ALGEBRAS, AND GEOMETRIES, which have grown out of the original mathematical series of G. A. Wentworth of Exeter, N. H., and now carried on by his son, George Wentworth, and David Eugene Smith, are new books that are thoroughly practical, sane, and up-to-date.

THE RICHMOND READERS, by Celia Richmond of Adams, Mass., are unusually attractive books that provide a wealth of selections from standard literature skillfully arranged to cover different countries, thus increasing the pupil's knowledge of literature, geography, and history. The many fine illustrations from photographs excel in quality and interest.

COBB'S "BUSY BUILDERS BOOK," a delightful little collection of busy work for pupils whom the teacher desires to work alone for a short time; Comstock's "A Dickens Dramatic Reader"; Gulliver's "Friendship of Nations"; and Keller and Bishop's "Commercial and Industrial Geography" are other recent books by New England authors. These books all are worthy representatives of the modern art of bookmaking. Whether or not you are a New Englander they merit your investigation.

The publishers, Ginn and Company, will be glad to communicate further with you in regard to any or all of these books through one of their offices in Boston, New York, Chicago, Atlanta, Dallas, Columbus, and San Francisco.



year; physiology and hygiene for one year; United States history for one year; civics for one term.

Governor Hodges of Kansas has recently urged the consolidation of school districts into one-fourth or one-eighth the number in existence at present, the building of adequate school buildings in the center of the districts and the construction of district roads leading to the buildings.

The adoption of these suggestions by the state and local authorities would be a step toward the establishment of a community center in each district and would make the rural communities more independent of the towns and cities thereby making for the better education of the children and the establishment of pleasant social relations for both young and old where these privileges are now lacking.

The public schools of Pittsburgh, Pa., opened with an enrollment of 83,000 pupils and 2,208 teachers, housed in 127 buildings. High school classes opened in ten buildings, the greatest number of high schools in the history of the city. A feature was the opening of the new "skyscraper" high school on the top of the Highland building.

Former Governor Garst of Iowa has recently made the statement that 15 per cent of the young men and women of the state are inefficient. In an address delivered before the Iowa Congress of Mothers, in the interest of the state child welfare campaign, Mr. Garst declared that the present inefficiency was due to the failure of the high schools to prepare the students for the industrial fields. Heretofore the high schools have aimed to train students for entrance into the college and have neglected those who have no such prospects.

Speaking of the situation in Iowa, Mr. Garst said: "Iowa along educational lines is not living up to 50 per cent of its possibilities. To bring about better results I would recommend that the teachers in the primary grades and the kindergarten teachers be given higher wages. The per cent of youths who leave the grade schools in Iowa is unusually high.

"Hundreds of boys have been kept out of high school because the curriculum was made for the boy who was to go to college. Because he did

not need or understand algebra he must fall back and Iowa is the loser in efficiency of service."

Supt. Hugh Molloy of Lowell, Mass., has planned that a separate building be used for retarded children. The idea is that the school should not be a department for defective pupils but that it should be a means of giving particular attention to those who are falling behind in their class work and who are in all other respects practically normal.

Wichita, Kans. The new board of education has expressed its determination to uphold the principal of the high school in the prohibition of secret societies. The state law will be complied with in regard to it.

Wakefield, Mass. The public schools have been opened under the eight-grade system. Formerly the nine-grade plan was in operation. Changes in the curriculum include the dropping of algebra and Latin from the grammar schools.

In the high school the plan has been adopted of having related subjects taught by certain teachers. Elementary science has been adopted for the first year. Botany has been discontinued.

Streator, Ill. Closer supervision of the teachers is proposed this year for all the grade schools. The superintendent of schools will give his entire time, with the exception of the hours 7:30 to 9 A. M. and 4 to 5 P. M., to this work. The hours named will be reserved for duties in the office. Principals must give one-half their time to the inspection of their buildings and the principal of the training school must give one-half of her time to the supervision of the first three grades in the city schools.

The public schools of Chicago opened with an enrollment of 328,337 pupils or an increase of 12,600 over last year. More than 40,000 children entered the Cook county schools outside of the city.

New York City. Superintendent W. H. Maxwell has recently restored to the associate superintendents the duty of supervising the schools of the city by divisions as they did previous to September, 1911. As in the past two years, each associate will have special work assigned to him as a member of the board of superintendents. Dr. John H. Walsh will, under the new arrangement, have charge of preparing cases in litigation for trial and will be a member of the com-

mittees on high and training schools and studies and textbooks. Dr. C. E. Meleny will supervise the high and training schools in Manhattan, the Bronx and Richmond and will act as chairman of the high schools' committee. Dr. E. B. Shallow will investigate absences of teachers and leaves for absence with pay and will be a member of the committees on studies and textbooks and special schools and classes. J. H. Haaren is chairman of the committee on special schools. Dr. E. L. Stevens will be a member of the high schools' committee and of the elementary schools' committee and will supervise the high schools of Brooklyn and Queens. Dr. A. W. Edson continues as chairman of the committee on elementary schools. Gustav Straubenmueller will head the committee on studies and textbooks. Dr. William Ettinger the latest elected associate, will hold memberships in the committees on elementary schools and on special schools and classes.

Supt. E. J. Brown, of Dayton, O., has made plans for night-school subjects which shall enable boys who find it impossible to attend school sessions during the day and who are engaged in learning a trade, to continue their education.

It is planned to assume the continuation work formerly maintained by the local Y. M. C. A., and to conduct this department in co-operation with the employers of boys over sixteen years of age. The instruction is intended to supplement the shopwork of boys.

Certificates are to be awarded at the end of the term for proficiency in studies. Foreigners are to be assisted in their efforts to learn English, while special courses in languages and commercial subjects have been planned for the benefit of any students, provided twelve or more wish to form a class.

Rock Island, Ill. School savings have during the last three years more than tripled. During the year 1912 there were 1,289 depositors with a total of \$8,152 while the current year registered 1,480 depositors with a total of \$13,198.

At a meeting recently of the high school committee having the control of six high schools in Hartford, Conn., a resolution was introduced which calls for the immediate abolishment of both the boys' and girls' secret societies. It is expected a vigorous protest will be presented against the action.

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EFFICIENCY BUREAU FOR NEW YORK SCHOOLS.

The New York City Department of Education will have a "Bureau of Reference and Research" after the first of the year, according to plans laid last month at a meeting of the board of education. An expert educator will be at the head of the bureau and a trained corps of assistants will be employed. The director is to be paid \$6,500 and a total of \$25,000 will be appropriated for the new work.

The Bureau will be one of the tangible results of the revelations made by the school survey which has been in progress for two years. Another reason which led the board to act has been the difficulty of securing facts concerning the schools upon which to base legislative and administrative policies.

In speaking of the new bureau, an officer of the Bureau of Municipal Research said:

"We feel that this is one of the most important steps taken for many years, either by the Board of Estimate or the Board of Education. Had there been such a division ten years ago, New York would probably have no part-time to-day, and practically all of the work done by the school inquiry would have been done within the school system years ago.

"As we understand it, the reason of President Churchill and Controller Mathewson for suggesting a \$6,500 salary for the director was to enable the head of the new division to rank with the best of associate superintendents in previous experience, educational outlook, and executive ability. In taking the name 'division of reference and research,' instead of 'division of estimate and appraisal,' emphasis has been laid upon both fact-gathering by this division and co-

operation among school officials and public in making estimates and appraisals.

"There are at least ten different needs that such a bureau will serve almost from the day it is started. In meeting these needs it should be remembered that this new division is to be a middle man or clearing house, a stimulator of study and co-operation, and as such has behind it not merely its own budget of \$25,000, but the thirty millions voted for school salaries plus Board of Estimate investigators and civic agencies."

The Bureau of Municipal Research believes that the new division should meet these needs:

School board members and committees need to have in the briefest summary form the contents, significance, and trustworthiness of all reports issued by employees of the Board.

Commissioners need to know what is going on in schools throughout the country as presented in current literature and reports to other cities.

Commissioners frequently need information already collected and in the files, but not published in any report, or a presentation of data from some standpoint not used in any report.

The board wishes all directing employees to keep in touch with what is being done by the schools in other parts of the country, public and private, and also with best foreign practice.

The board wishes to protect all employees from unnecessary clerical work in answering reports for information from officers within the system and from out-of-town inquirers, whom the board, nevertheless, wishes to oblige.

The board wishes New York to benefit by all the findings of researches to which New York has contributed by supplying information.

Committees often need to investigate a special problem or situation independently from existing reports.

The board needs a current guarantee that all offices at headquarters and in schools are being conducted in an up-to-date and efficient manner.

The board needs to know at all times public opinion, criticism, and suggestion relating to the city's schools.

The board wishes to keep the public in close

touch with the achievements of the school system.

Juneau, Alaska, Making Progress.

The city of Juneau, Alaska, presents some interesting contrasts in civic and social conditions. It is a typical frontier in which are mingled all classes of people from the best to the worst, and from the most highly educated to the illiterate savage. Business is booming; real estate is expensive and rents are as high as in Seattle. The living cost is higher than in New York or San Francisco.

While bachelors are numerous, children are scarce. In fact, the city of 5,000 persons has less than one-third the school population of any community, of the same size, in the United States.

Previous to 1912, the schools were poorly organized. A school board of progressive business men has now taken hold, and under their wide-awake direction a superintendent has been employed and the schools are advancing rapidly.

There are at present twelve teachers in the schools and more will be required in the near future. In fact, a four-story, sixteen-room building to accommodate future growth will be erected beginning in April, 1914.

Up to the present school year, a rather rigid academic course has been offered in the schools. This year vocational courses will be added to the classical and English high-school courses. Business and engineering courses will be offered for those who desire to follow these avocations. Both the classical and engineering courses are college preparatory. The entire high-school curriculum follows closely the San Francisco and Seattle systems and the teachers are experts in the respective departments. The certain growth of the schools is foreshadowed by the development of the mining interests of Juneau. The Treadwell mine, across the channel a few miles from the city, is one of the largest producers in America, and together with the Alaska-Juneau mine and the Alaska-Gottineau group will soon give the city the greatest gold mines in the world. The combined payrolls of the mines is enormous and is only a fraction of what it will be when the properties are developed.

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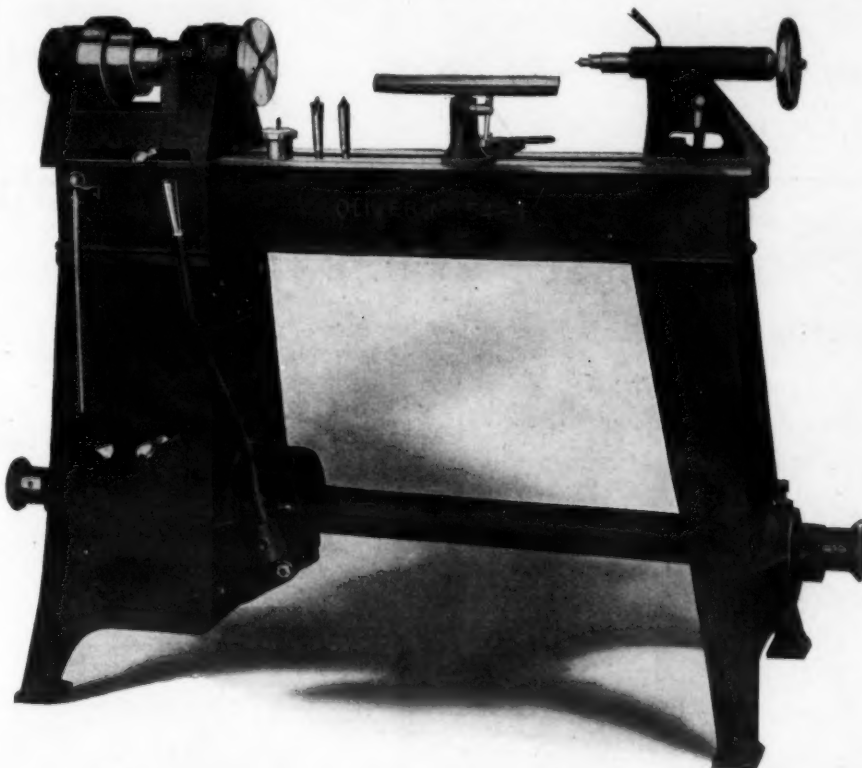
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BOSTON SCHOOL FIGURES.

Boston, Mass. The annual report of the public schools indicates a registration of 115,506 day-school pupils during the past year. Of this number, 58,713 were boys and 56,793 were girls. In addition, there were 19,190 pupils in the evening schools and 1,033 in the continuation school, making a total of 135,729 students in the city.

The housing facilities included 186 brick and stone school buildings, 72 wooden schoolhouses and 105 portable single-room buildings. The number of seats provided was 120,039.

During the past year, there were maintained beside the normal school, fifteen high schools, seventy elementary district schools, two trade schools, a school for deaf, thirty evening schools and a continuation school, classes for stammerers and semi-blind, foreigners, mentally defective, ungraded and prevocational classes.

Five high schools in the city registered more than 1,000 pupils each, while the girls' high school led with 2,135.

There are now in the employ of the city 3,057 instructors. The men teachers number 444 and the women 2,613. The girls' high school has the largest number of instructors with sixty-four, while the Oliver Holmes district school has the largest number of elementary teachers, seventy-three, to its credit.

TENNESSEE'S COMPULSORY EDUCATION LAW.

The state of Tennessee has recently put into operation a new law which requires compulsory school attendance for all children within its borders. With the passing of Tennessee from the non-compulsory class to the compulsory, there remain only two southern states in the former, namely Alabama and Mississippi.

The Tennessee law reads as follows:

"Every parent, guardian or other person, having charge or control of any child between the ages of eight and fourteen years inclusive, shall cause such child to be enrolled in and attend some day school, public, private or parochial, for eighty consecutive days. When the school term is less than eighty days in length, said child must attend for the full term, in each year, in the county or city in which he shall reside.

"Any parent, guardian or other person, having charge or control of any child between the ages of fourteen and sixteen years, who is not actively engaged in some useful employment or service, or who is unable to read or write, shall cause such child to attend school as provided for children between the ages of eight and fourteen years.

Any child may be excused temporarily from complying with the provisions of the act if it be shown to a court of competent jurisdiction of a county or city board of education, that said parent, guardian or other person having control of the child is unable to provide proper clothing for the child; or that the child is mentally or physically incapacitated for attending school; or that the school to which the child belongs is more than two miles by the nearest road from the residence; or that the child has completed an elementary school course including eight grades. If a child is unable to procure books, on satisfactory proof, the board of education of his district shall purchase the required books out of the general fund of the district and lend the same to the child. Where a lack of clothing prevents school attendance, the case shall be reported to a relief agency or the proper authorities for investigation and relief.

"Any parent, guardian or other person who shall, with intent, seek to evade the provisions of the act, shall make a false statement of the age of such child, or the time that he has attended school, shall be deemed guilty of misdemeanor and upon conviction shall be fined not less than \$2 nor more than \$50 according to the judgment of the court. For the first offense a fine of not less than \$2 nor more than \$20 shall be paid and for the second or subsequent offenses not less than \$5 nor more than \$50, including the cost of the suit."

With the passage of the new law the public schools will cost the state approximately \$7,000,000 for the school year. There are 12,000 teachers in the state and more will be employed to take care of the 350,000 children coming within the age limits.

The total number of schoolhouses will not be materially increased because of the consolidation work now in progress. A number of country schools have already been combined and fifteen

counties have applied for state aid in consolidation.

AMONG SCHOOL BOARDS.

Chicago, Ill. The city coroner and the members of the board of education have begun a plan for teaching safety in the schoolrooms. The Chicago Railways Company has offered films of all sort of street scenes to be shown for an hour each week. The pictures will show the right and wrong way of passing through crowded streets and avoiding automobiles and street cars. A committee of not more than fourteen or sixteen persons will take charge of the "safety first" work.

School district and township boards of education in Michigan are prohibited from filling their libraries with books selected at random. In the future, library books purchased with public money must be selected from a list issued by the state superintendent and the state librarian.

Many books in school and township libraries have been found to be not only worthless but harmful and constitute a detriment to the community. Educators are agreed that a well selected library must contain good story books for the children and the list of the state superintendent is an extensive one made up of the best books to be found.

San Antonio, Tex. The school board has adopted a resolution to the effect that it shall be considered unprofessional for teachers to unite toward influencing the members to reconsider the dismissal of teachers. The regulation includes discharged teachers as well as those retained on the teaching corps. The board seeks to indicate its policy in the matter of dismissals and to make clear its unalterable position following a decision.

The school board of Clinton, Ia., has taken the power of suspension from the principal. In the future, the board will have charge of the dismissal of students because of misconduct.

Mt. Clemens, Mich. A recent act of the Michigan legislature limiting the profits secured through the sale of textbooks has resulted in the refusal of dealers to sell school supplies. The board of education has appointed a committee of two men who shall dispose of books and supplies at a profit of 10 per cent.



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Des Moines, Ia. The school board has increased the tuition fee for non-resident pupils to \$1.80 per week. The new amount is figured as the exact cost for each pupil and will mean an increased income to the schools of about \$4,500 per year.

Public school engineers in Chicago, Ill., have, during the past month, protested to the Civil Service Commission against the impractical and unfair nature of the questions propounded in the examinations for the filling of vacancies of this kind. The engineers further propose to contest the right of the board of education to retain in the school-service supervising engineers who have not passed the civil service examination.

The difficulty arose when the office of chief engineer became vacant. An examination, nine days in length, was conducted during the past winter and again last August. The list of candidates had been brought down to eleven and at the conclusion of the test, not a single candidate had passed.

It was affirmed that the examination in general was unfair, both in the character of the questions and the indifference of the examiners in marking the papers. The nature of the questions propounded gave the impression that the position of a chief engineer was open only to those who might have secured a knowledge of engineering subjects in technical colleges and that there was an effectual bar against the promotion of those already in the school service. The position is still vacant as no one has been found to fill it.

Flint, Mich. The chief of the local fire department has advised the board of education to equip several of the larger school buildings with fire-alarm boxes connected with the telegraph system of the department. The innovation was urged on the grounds that unless an alarm of fire came from a private school box, it could not be known that the fire was at a school. The department ordinarily takes only its aerial truck and lifesaving apparatus when responding to a call, but in case of a school fire it would be necessary to have all lifesaving equipment and ladders ready for an emergency.

Dayton, O. The board of education has provided an automobile truck for the use of the supplies department. The truck will replace the

horse and wagon used in transporting equipment and supplies to the various schools in the city.

Montclair, N. J. Edward Madison, secretary of the board of education for nineteen years, has resigned. Mr. Madison's action was caused by a press of personal business.

Houston, Tex. Closer co-operation between the board of school trustees and the city officials is sought by Mayor Campbell. It has been the custom for the city officials to let contracts for school buildings and other educational improvements for the local schools without consulting the board of school trustees and the aim of the present municipal officials will be to discontinue this practice. School trustees are urged to take a more active part in school affairs and to keep up with the progress being made in school improvements. The trustees are also to have a part in approving estimates for school improvements on the ground that they are to be equally responsible with the city officials for the work which has been completed and for that which is to be done in the future.

North Yakima, Wash. Mr. Seldon Smyser, efficiency expert for the school board, has criticized the bookkeeping methods as inefficient. Mr. Smyser will make suggestions for eliminating waste in the administration of the board's affairs.

Rockford, Ill. The school board has ordered a strict adherence to the rules requiring requisitions for all school supplies. Requisitions must be made out by teachers and filed with the superintendent. This plan makes possible competitive bids and avoids the confusion which has formerly occurred when bills were presented months after the debts were incurred.

The Chicago board of education has recently reduced the status of the chief school engineer by taking from him the duty of laying out and supervising plumbing, ventilation, sewerage and electrical work on new and old buildings. In the future this will be done by the Bureau of Architecture, under the supervision of the school architect. The chief engineer will, in the future, be the superintendent of janitors and will have charge of the maintenance and operation of all mechanical appliances in the school buildings. It is stated that the changes made are the result

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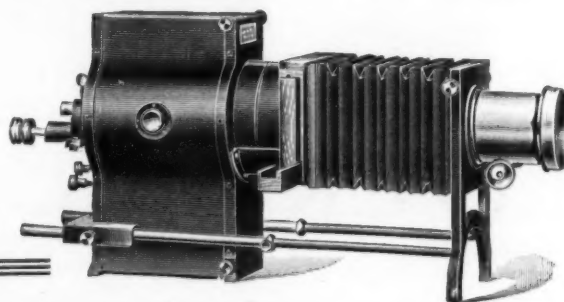
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of the inability of the board of education to find candidates for the office who are able to pass the required civil service examination and who will be willing to accept the salary of \$6,500 per year.

Pittsburgh, Pa. Following the suggestion of Acting Superintendent C. H. Garwood, the school board has made a rule that heads of special departments shall confer with the committees of the boards in matters pertaining to their departments. It was shown that in the past board members did not know personally half of the supervisors of special subjects because of the practice of delegating to the superintendent of schools the responsibility for all innovations and changes in special studies.

Chicago, Ill. At the close of the first week in September, 11,257 pupils were in part-time classes and Supt. Ella F. Young has announced that this number will increase until the middle of October. Strenuous efforts are being made by the board of education and the superintendents' department to re-arrange classes and to open new rooms to reduce this part-time evil to a minimum. Mrs. Young has asked for the construction of seven new elementary schools and one hundred portable buildings.

Boston, Mass. The school committee has authorized the posting in each school building, for such a time as the superintendent may deem expedient, the poster of the Boston Chamber of Commerce depicting the dangers of street accidents.

Des Moines, Ia. The board of education has introduced agriculture in the public schools. Two acres of land have been purchased near one of the schools for a model truck garden to be conducted next year.

Thornton, Ark. The high school course of study has been enlarged by the addition of domestic science and household economy. A similar department has been provided for the colored schools. It is proposed to extend the benefits of the work to outsiders so that those above school age may obtain scientific training in domestic economy.

Vinton, Ia. Domestic science has been introduced in the high school.

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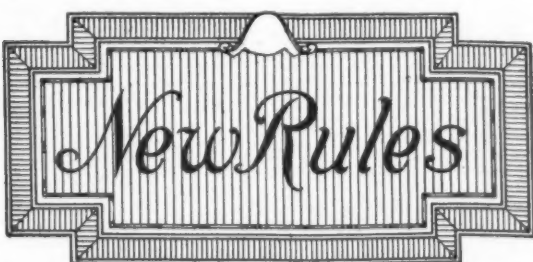
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High-School Rules.

The school board of Clinton, Ia., has adopted a set of rules for the government of the high school. The rules read:

1. Teachers shall have authority to suspend pupils from classes for disobedience, failure to observe the rules or for unbecoming conduct. Suspension from one class shall mean disbarment from other classes and from the rights of class membership.

2. Pupils suspended from classes shall be restored to class rights upon the written recommendation of the principal. The principal, superintendent, secretary of the board and teachers shall each have a written statement of the causes for the suspension.

3. Pupils suspended a second time shall be restored to class privileges only upon the written statement of the superintendent of schools. Teachers suspending pupils shall report to the superintendent.

4. Pupils suspended a third time shall be restored upon the recommendation of the board of directors after direct application has been made to the secretary for readmittance.

5. Pupils suspended shall not be admitted to class privileges until action has been taken by the principal, the superintendent or the board of directors.

6. Pupils suspended and restored three times and again suspended shall not be readmitted to class privileges during that semester.

7. Teachers shall report all suspensions and failure to do so shall be considered a breach of contract.

8. There shall be no dancing in the school building or under the auspices of the principal,

teachers or pupils, outside of the high school, given in the name of the high school. Violations shall be considered cause for dismissal of instructors and the suspension of students. The rule may be suspended upon application in writing.

9. Dramatic plays or entertainments of like character shall not be carried on in the high school without the consent of the board of directors. Instructors guilty of violating this provision shall be proceeding in violation of their contract.

10. Athletics shall be favored to the extent that the same does not interfere with classwork of the student. The rule shall be enforced that pupils shall not take part either in football, basketball or other athletics unless the grade shall be up to the full standard of 75 per cent.

11. Smoking is prohibited in the school building and on the school grounds at all times.

RULES AND REGULATIONS.

Fall River, Mass. The school board has adopted a new rule which requires that books intended for the technical school be of such a character as will stand educationally five years' use.

Geneva, Ind. A new ruling of the school board permits the admittance of children into the primary grades who will arrive at school age on or before the first of December. Formerly those who were not of the proper age at the opening of the school year were obliged to wait until the mid-winter vacation before they were permitted to enter.

Winchester, Va. The school board has adopted a rule which requires that teachers and janitors shall secure from the principal a written order for supplies and sundries. The order must be signed by the chairman before payment may be made.

A recent order of the school board at Salem, N. H., requires that children must be six years of age by the first of the following March in order to be admitted to school.

Middletown, Conn. A rule of the board of education, passed during the recent summer vacation, has just gone into effect by which teachers will be allowed annually full pay dur-

ing unavoidable absence up to five days. The rule interprets "unavoidable" absence as personal illness or death in the family. It is provided that teachers notify the superintendent as early as possible of their absence and that immediately upon their return they send him a written statement of the reasons and the exact amount of time out of school. Teachers necessarily absent for more than five days will have their salary reduced pro rata for the extra days regardless whether a substitute was hired, or regular teachers shared the extra work.

Teachers who are absent to attend the wedding or funeral of a relative or near friend or because of serious illness in the family must arrange beforehand with the superintendent. A deduction of \$2.00 for each day absent will be made regardless of whether a substitute was hired or not.

Joliet, Ill. The school board has formulated a new rule which is expected to eradicate all favoritism in the letting of school contracts. The new rule reads: "All proposed expenditures estimated to cost \$100 or more, shall be competitive by advertisement of proposal in at least one local paper. The advertisement must be inserted at least three successive times unless ordered differently." The rule affects teaming, plumbing and repairs for which the board spends hundreds of dollars annually and was the result of a bill for \$668 presented to the board and opposed by the members.

Worcester, Mass. The school board has revised the rules governing the conduct of meetings. Standing committees are given the work of issuing certificates for qualification of high-school teachers.

Subcommittees on drawing and manual training must certificate all teachers in these departments and recommend appointments in day schools, both elementary and high. Salaries will be recommended by these committees.

The committee on health and sanitation is given the certification of teachers in this department and the appointment of them in day elementary and high schools.

The chairman of the committee is given authority to maintain proper decorum and to decide all questions of order. Such action is subject to an appeal of the school committee.

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SCHOOL LAW



School Lands and Funds.

Under the Michigan complete laws, §4687, as amended by the Public Acts of 1905, No. 36, providing for an annual school census, and sections 4642-4644, requiring the superintendent of public instruction to apportion the school fund, the superintendent may make any reasonable investigation to correct defective census reports, to ascertain the ratio for apportionment, and must accept the best evidence obtainable, and his decision is subject to judicial review.—Public schools of City of Muskegon v. Wright, Mich.

School Districts.

The Sullivan act of Kentucky, reducing the number of trustees in subschool districts from three to one, does not take from the single trustee of each common school district wholly or partially included in a graded school district authority to approve or disapprove the calling of an election under the Kentucky statutes of 1903, §4464, without which approval the county judge cannot lawfully order the election.—Owens v. Trustees McKinney Graded Common-School District, Ky.

Where a petition for an election to establish a graded common-school district was not approved by one of the trustees of a common-school district, part of which was to be included in the graded-school district as required by the Kentucky Statutes of 1903, §4464, the election was void, and a tax levied to support the district uncollectible.—Owens v. Trustees McKinney Graded Common-school District, Ky.

Orphan children who reside with relatives or strangers who support and control them, and children of non-residents who reside with relatives who care for them and control them, are entitled to attend the public school in the school district in which they reside and are properly in-

cluded in the annual school census required by statute.—Public Schools of City of Muskegon v. Wright, Mich.

Under the New York Laws of 1864, c. 555, providing for the record of the boundaries of school districts, an alleged record made by a town supervisor, not based on an order of the school commissioner, nor certified by the town clerk, was merely hearsay and inadmissible.—Saranac Land & Timber Co. v. Roberts, N. Y.

School District Government.

Under the New York Education Law, §95, providing for removal of any school officer by the Commissioner of Education, and section 880, subd. 7, providing for appeal by petition to the Commissioner, such right of appeal is given from the act of the Commissioner in making the appointment whether it be illegal, or merely improvident by reason of the disqualification of the trustee appointed.—Morah v. Steele, N. Y. Sup.

Where a school district trustee's report did not show whether the balance set forth therein was in the hands of the supervisor or collector, the sureties of the collector were not liable for such balance.—Wise v. Bull, New York County Court.

School District Property.

In proceedings to condemn property for a school site, a stipulation that the moderator of a special school meeting "duly declared said proposition carried" Held sufficient proof that the proposition to change the location of the schoolhouse was carried by the vote required by statute.—In re Application to Condemn Land in Rock County, Minn.

The board of education of the city of Detroit, neither under the Local Acts of 1869, No. 233, §15, 8, nor independent thereof, had authority to purchase high-school books to be resold to pupils at cost.—Kuhn v. Board of Education of City of Detroit, Mich.

The powers of a school township trustee are purely statutory, and his acts do not bind his township, unless within the scope of his powers; all persons who enter into a contract with such trustee being bound to know the extent of his authority.—Mitchel Free School Tp. of Martin County v. Baker, Ind. App.

As the money for the erection of schools comes, not out of the general fund levied in accord-

ance with Greater New York Charter, §1059, 1061, but out of the proceeds of corporate stock issued under the authority of the board of estimate and apportionment and board of aldermen, the board of education, being an administrative department under sections 96, 108, cannot, under section 1541, incur debts for the erection of a school building, where no appropriation has been made.—T. S. Clarke Co. v. Board of Education of City of New York, N. Y. Sup.

Under the Greater New York Charter, §169, referring to section 47, and providing for the issuance of corporate stock for the erection of school buildings, Held, that the board of education could not, under the direct provisions of section 1541, enter into a valid contract for the erection of a building before the issuance of the stock, and hence the acceptance of a contractor's bid, conditioned upon an increased appropriation, is invalid.—T. S. Clarke Co. v. Board of Education of City of New York, N. Y. Sup.

School District Taxation.

Under the Kentucky statutes, §3490, subsec. 2, authorizing a tax levy of 50 cents on the hundred dollars for maintaining public schools and erecting buildings, as amended by the Acts of 1904, c. 112, authorizing an additional levy of 15 cents upon the approval of the voters at an election, the school tax rate cannot exceed 50 cents without the approval of a majority of the voters at an election under the amendment.—Board of Education of City of Maysville v. Lee, Ky.

An assessment of school taxes on lands outside a school district is invalid.—Saranac Land & Timber Co. vs. Roberts, N. Y.

The "common school fund" within the Arkansas Constitution (art. 7, §46) and Kirby's Digest, §3509, allowing the treasurer of the common school fund a commission on the amount coming into his hands, means the funds raised by taxation, but does not include a special fund obtained by mortgaging the property of a special free school district.—Helena Special School Dist. No. 1 v. Kitchens, Ark.

Teachers.

Under Kirby's Digest, §7684, 7695, and section 7615, as amended by Arkansas Acts of 1911, p. 164, a contract between the board of a special school district and an unlicensed teacher is not

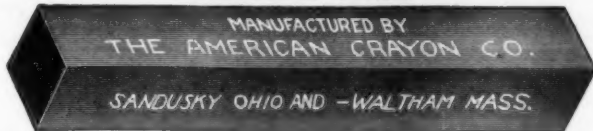
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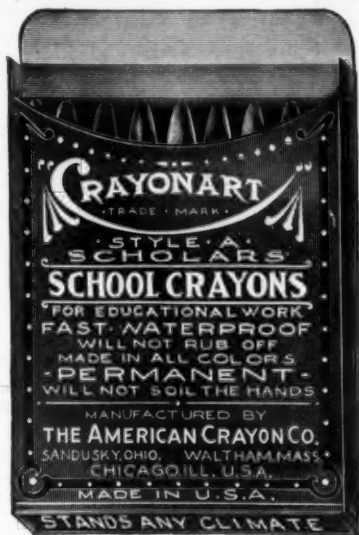
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invalid, if before the date fixed for commencement of the school he procures a license.—Lee v. Mitchell, Ark.

It was immaterial whether a meeting of a school board at which it was voted to employ a particular teacher was a regular or special meeting or with or without notice, where all the members of the board were present and participated therein.—Lee v. Mitchell, Ark.

Failure of a school board to furnish duplicate of duly executed contract to the teacher, and to file a copy with the county treasurer as required by the Arkansas Acts of 1911, p. 164, *Held*, not to render the contract unenforceable against the district.—Lee v. Mitchell, Ark.

A teacher may compel a school board to file a copy of the contract with the county treasurer as required by the Arkansas Acts of 1911, p. 164, in order that he may draw his pay from the county treasurer or compel payment of his salary according to his contract.—Lee v. Mitchell, Ark.

Under the township reform act, a contract between a teacher and township trustees, entered into when the trustees did not have sufficient money to pay the salary of the teacher, and without providing for the same, as directed by law, is unenforceable, and the teacher, though performing the required services, can recover only the minimum salary fixed by the statute.—Mitchell Free School Tp. of Martin County vs. Baker, Ind. App.

The New Jersey Public School Act, §106A, providing that teachers, after 3 years' service in a district, shall not be subject to a dismissal or reduction of salary except for inefficiency or misconduct, having been enacted subsequent to section 106, giving the board of education power to make rules as to the payment of salaries, the two acts must be read together as one; the latter governing in case of conflict.—Gowdy v. State Board of Education, N. J. Sup.

LEGAL NOTES.

High schools in Wisconsin maintaining courses in stenography, typewriting and bookkeeping, in conformity with the requirements of the state department of education, are entitled to state aid to the amount of one-half the cost of maintenance, according to an opinion of Attorney General Owen, given to the state superintendent. The state aid must not exceed \$350 independent

of the requirements and conditions relating to the maintenance of courses in domestic science and agriculture.

The law provides that high schools maintaining such courses may receive state aid to the amount of one-half the cost of such courses and not exceeding \$250 in the high school or \$350 in the three grades immediately below the high school. A question arose as to whether the act providing for these courses were or were not independent of the law concerning domestic science and agriculture and the same has been answered affirmatively by the attorney general. The interpretation shows that the schools may, through the maintenance of the prescribed courses, secure \$700 from the state.

A recent decision of the California state supreme court upholds the contention of the city that buildings of the Pasadena school district are absolutely under the jurisdiction of the city of Pasadena in regard to the methods of construction used in such buildings.

When the case was threshed out in the lower courts a judgment was delivered in favor of the city except in the matter of fire escapes. In a later decision the city was given control over these.

The court in rendering its decision declared that there is at present no general law providing for a method of constructing school buildings with respect to safety and sanitary arrangements. There exists, therefore, no conflict between the city ordinance and the general law and the schools are subject to the jurisdiction of the city. The court holds that, in view of the fact that the state might have passed a law and did not avail itself of the privilege, the school district is subject to the city in its building operations in the same manner as a private corporation would be. The general power given to the school board to construct school buildings does not include the police power to regulate the method of construction independent of the city's police power.

The new state compulsory education law of Indiana prohibits boys under sixteen years of age to assist in any farm work, according to an interpretation by State Superintendent Charles Greathouse. The act makes several important changes in that it extends the compulsory age limit two years, from fourteen to sixteen, and

compels children between those ages to have a certificate from the county school board before an employer may legally permit them to work.

Children under the age of fourteen will not be given a certificate and all must attend school regularly, if physically able. Those who obtain certificates must have passed the fifth grade. The law makes the powers of truant and attendance officers very complete and broad in the enforcement of its provisions and severe penalties are attached for violations.

The district attorney of San Diego Co., Cal., has recently given an opinion that according to the provisions of the law a special tax levy for grammar-school purposes cannot exceed 30 mills on the dollar of the assessed valuation of property in a school district.

The ruling has had the effect of cutting down the special tax levy of San Diego for the school purposes for the coming year from \$219,989 to \$117,000. Cuts in about the same proportion will be the rule in the special levies that are allowed for the other school districts throughout San Diego county.

Attorney General Honan of Indiana has recently rendered an opinion to the state board of accounts, in which he declares it to be the state's business to examine the books of school cities. It is unnecessary for the mayor, under the public accountant law, to appoint accountants to investigate such books.

The decision was given to the mayor and school attorney of Indianapolis in answer to a request for an opinion as to the authority of the mayor in making these appointments. It seems that field examiners of the state accounting department had previously completed an examination of the books of the schools, when two accountants appointed by the mayor of the city appeared to perform a similar duty.

In explanation of the opinion, the attorney general declared that previous to 1911 there was no general public accountant law with reference to the examination of school accounts in municipalities. The law of 1911 was intended to cover completely the subject of examinations and therefore repeals all laws in conflict with the same. The new law has the effect of repealing the act of 1899 and places the duty of examination on the state board of accounts.



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School Room Hygiene

Don'ts for Children.

The chief health officer of the Chicago public schools has recently warned school children against the dangers which lurk in the cheap ice-cream wagon and the confectionary store. At the beginning of the school year children are susceptible to contagious diseases and the health department has begun a campaign which will include pictorial illustrations of the insanitation of the fly-covered fruit and ice-cream wagons. A set of suggestions has been formulated for the observance of the children. They are:

DON'T

- Patronize manufacturers of dirty ice cream.
- Eat candy or fruit exposed to flies and street dust.
- Buy anything from hokey-pokey men. They are well known enemies of children, and often destroyers of child life.
- Allow school teachers to keep the windows closed.
- Tolerate milkmen who put preservatives in milk.
- Enter dirty, unventilated nickel theatres.
- Shut out the sunlight; flood the room with sunshine; it's God's best germ destroyer.
- Put pencils or pens in your mouth; the last mouth they were in may have been infected.
- Swap apples, candy or chewing gum. That is a dirty and dangerous thing to do.
- Neglect to swat the flies.
- Be afraid of soap. Dirt is your worst enemy.
- Give unto others what you don't want others to give to you. If you have a contagious disease, you should stay away from school and away from well children.

Medical Inspection.

Columbus, O. A state-wide campaign has been launched by the physicians of Ohio for securing medical inspection in every county as provided

in the Greenlund child-welfare code.

The Greenlund code gives every board of education in the state the right to employ a school physician at a compensation to be fixed by the board. The physician is empowered to make examinations of children at the beginning of each year and to prepare card-index reports of conditions found. The inspections shall also include teachers, janitors and school buildings.

The examinations seek to discover the following defects or ailments: spinal curvature, defective vision or hearing, enlarged tonsils, adenoids, organic heart disease, tuberculosis, malnutrition and other things which have a bad effect on the child's health and make school work impossible.

Akron, O. The board of education has adopted a salary schedule for nurses employed by the schools for medical inspection. Each nurse entering for the first time will receive \$60 per month. After three months' experience a salary of \$65 will be paid, and the completion of a year's work will mean a maximum salary of \$70. The length of service is to be eleven months and the hours are fixed from 8 A. M. to 5 P. M., except on Saturdays and Sundays. On Saturdays the hours are from 8 to 12.

During the present school year each school building in Cleveland, O., will have a nurse or a doctor present each day. Formerly doctors and nurses visited each school once a week and then usually simultaneously. The new system provides that the doctors and nurses shall not come on the same days. The plan is expected to single out cases of suspected illness and thus quickly stop the spread of disease.

Brockton, Mass. Arrangements have been made with the local dental society for the conduct of a dental clinic for school children.

Milwaukee, Wis. The free dental clinic, formerly conducted by a dental association, has been taken over by the school board.

Somerville, Mass. A school nurse has been employed whose duty it will be to work under the direction of the medical inspectors.

Wellsville, O. The school board, in compliance with the new school law, has appointed a medical inspector. The board also has approved the suggestion that the teeth of school children be inspected by two dentists who have consented to do the work free of charge. The dentists will spend one-half day at a time in examinations.

The National Association of Study and Prevention of Tuberculosis has fixed December 7th for the observance of the Fourth National Tuberculosis day. It is expected that schools, churches and other organizations to the number of 200,000 will be asked to observe the day and that at least 1,000 anti-tuberculosis associations will fix definite programs for the day.

It is expected that during the week previous to this day public and private schools will call attention to the dangers of tuberculosis and will also begin the annual campaign for the sale of Christmas seals.

City Chemist Herbert M. Hill, who has been making ventilation tests in several Buffalo public schools, reported as fellows regarding ventilation flues: "In order to make the introduction and exit of air easier, the outlet flues should be built larger, about one-fifth, I think, than the inlet flues. In most schools I find them of the same size. The inlet flues should have no grating." He adds that each room should have an instrument to note the humidity of the air in the room as well as the temperature. "The control thermometers in each room should be set by the use of a thermometer in the center of the room, as the middle of the room gets considerably hotter than the cold wall where the control thermometer is placed."

Professor Frederick Bass, of the engineering department of the University of Minnesota, has recently declared that actual study of the subject of ventilation shows that enormous sums of money are wasted for ventilating systems in thousands of school buildings throughout the country. The aim of engineers and school officials has been to secure conditions which the physiological needs of the body do not demand.

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The real necessities of ventilation are believed to have been met by the regulation of temperature and humidity, the elimination of disagreeable odors and the maintenance of air in motion.

It has been a long established principle with schoolmen and others that schoolrooms must be supplied with thirty cubic feet of outside air per minute for each pupil. In a series of tests conducted in the Jackson and Adams schools in Minneapolis, Minn., during a period of three weeks, it was found that in the former, only seven cubic feet of outside air was delivered into the room in addition to what naturally came in as a result of leakage through doors and windows. A system of ventilation was installed in the building by which air was carried to a breathing zone at each desk with an exhaust to draw off the expired air above. It was also found that the temperature could be kept at 69 degrees and the humidity at 32.6 per cent, while the air was capable of being used over and over.

CONVENTIONS OF OCTOBER AND NOVEMBER.

Oct. 19-25. National Society for the Promotion of Industrial Education at Grand Rapids. C. A. Prosser, New York, N. Y., secy.

Oct. 22-25. Minnesota Associated School Boards at Minneapolis. Mrs. H. Witherstine, Rochester, secy.

Oct. 23-25. Vermont Teachers' Association at Rutland. Amy B. Drake, Woodstock, secy.

Oct. 24. New Hampshire Teachers' Association at Concord. Helen Buck, secy.

Oct. 24. Connecticut Teachers' Association at Hartford and New Haven. S. P. Willard, Colchester, secy.

Oct. 29-Nov. 1. Washington Educational Association at Spokane. O. C. Whitney, Tacoma, secy.

Oct. 30-31. Maine Teachers' Association at Bangor. H. A. Allen, Augusta, secy.

Oct. 30-Nov. 1. Southern Education Association at Nashville, Tenn. W. F. Eagan, Montgomery, Ala., secy.

Oct. 30-Nov. 1. Rhode Island Institute of Instruction at Providence. J. F. Deering, Arctic, secy.

Oct. 30-Nov. 1. Michigan State Teachers' Association at Ann Arbor. John P. Everett, Ypsilanti, secy.

Oct. 30-Nov. 1. Southeast Missouri Teachers' Association at Poplar Bluff. Miss Bee W. Cotton, Doniphan, secy.

Nov. 4-6. Arizona State Teachers' Association at Phoenix. C. A. Goggin, pres.

Nov. 5. Nebraska Superintendents and Principals' Association at Omaha. Clare Mackin, Omaha, secy.

Nov. 5-7. North Dakota Teachers' Association at Fargo. W. E. Parsons, Bismarck, secy.

Nov. 5-7. Nebraska Teachers' Association at Omaha. J. E. Delzell, Lincoln, pres.

Nov. 5-7. Northcentral Indiana Superintendents' Association at Frankfort. E. J. Llewellyn, Mt. Vernon, secy.

Nov. 6-7. Kansas Association of Mathematics Teachers at Topeka. Eleanor Harris, secy.

Nov. 6-7. Kansas Teachers' Association at Topeka. W. S. Heusner, Junction City, pres.

Nov. 6-7. Northern Illinois Teachers' Association (eastern and western section) at Oak Park. S. F. Parsons, Dekalb, secy.

Nov. 7. Kansas History Teachers' Association at Topeka. Raymond Taylor, Manhattan, secy.

Nov. 6-8. Indiana Town and City Superintendents' Association at Indianapolis. L. E. Kelley, Montpelier, secy.

Nov. 6-8. Missouri Teachers' Association at St. Louis. E. M. Carter, Cape Girardeau, secy.

Nov. 6-8. Wisconsin Teachers' Association at Milwaukee. John Callahan, Menasha, secy.

Nov. 6-8. Southern Minnesota Teachers' Association at Mankato. Emma O'Donnell, Mankato, secy.

Nov. 6-8. Association of Colleges and Secondary Schools of the Southern States at University of Tennessee, Knoxville. Bert E. Young, Nashville, secy.

Nov. 6-8. Indiana Town and City Superintendents' Association at Indianapolis. L. E. Kelley, Montpelier, secy.

Nov. 7-8. Eastern Ohio Teachers' Association at Steubenville. Miss Helena Cox, Steubenville, secy.

Nov. 10-11. National Association of State Universities at New Willard Hotel, Washington, D. C. Guy Potter Benton, Burlington, secy.

Nov. 14. New England Association of School Superintendents at Boston. Valentine Almy, secy.

Nov. 24-25. Colorado Teachers' Association at Pueblo. W. W. Remington, Denver, secy.

Nov. 24-26. New Mexico Educational Association at Albuquerque. R. F. Asplund, Santa Fe, secy.

Nov. 24-26. South Dakota Educational Association at Sioux Falls. J. C. Lindsey, Mitchell, secy.

Nov. 24-26. Montana State Teachers' Association at Helena. W. K. Dwyer, Anaconda, pres.

Nov. 24-26. New York State Teachers' Association at Syracuse. R. A. Searing, No. Tonawanda, secy.

Nov. 26-28. Missouri Colored Teachers' Association at Jefferson City. B. F. Allen, Jefferson City, pres.

Nov. 26-29. North Carolina State Teachers' Association at Raleigh. S. S. Alderman, Raleigh, secy.

Nov. 27. Missouri Society of Teachers of Mathematics and Science at St. Louis. L. D. Ames, Columbia, secy.

Nov. 27-28. Southern Oklahoma Teachers' Association at Clinton. Nell Snider, Weatherford, secy.

Nov. 27-29. National Council of Teachers of English at Chicago, Ill. James F. Holic, Chicago, secy.

Nov. 27-29. Tennessee Teachers' Association at Nashville. P. L. Harned, Clarksville, secy.

Nov. 27-29. Northwest Oklahoma Teachers' Association at Alva. Fin Hahn, Alva, secy.

Nov. 27-29. Texas State Teachers' Association at Dallas. F. D. Brooks, Hillsboro, secy.

Nov. 28-29. Southwestern Oklahoma Teachers' Association at Clinton. Nell A. Snider, Weatherford, Ex. Co. Superintendent.

Nov. 28-29. Northwest Kansas Teachers' Association at Colby. Nettie W. Barber, Phillipsburg, secy.

Nov. 28-29. Missouri Valley Commercial Teachers' Association at St. Joseph. Eva J. Sullivan, Kansas City, secy.

Nov. 28. Western Ohio Superintendents' Round Table at Dayton. F. M. Reynolds, Cedarville, pres.

SQUIRES INKWELL COMPANY



Squires No. 8 Inkwell



Squires No. 2 Inkwell

Undoubtedly our flush inkwells are the best on the market and more extensively used than any others. Our No. 8 fits the same size hole as does our No. 2, but holds about 50% more ink and is generally preferred on that account, is finished in bronze but will nickel when so ordered.

Our No. 2 sliding lid inkwell has a wide flange and will cover up or fit any hole from 1 1/4 to 2 1/4 inches in diameter. It was designed especially to refit old desks. This inkwell extends less than 1/2 of an inch above the surface of the desk, is nearly as good in this respect as a flush inkwell. The glass sets inside the iron holder.

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Flush Top All-Steel Inkwell

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You can point a pencil very nicely with your knife when it is sharp. When it is not—and lead dulls it very quickly—it will break the lead. Any machine with steel cutting edges or knives will act just the same. That is one reason for the failure of many machines. They are not practical. We claim that ours is practical and would like to have you try them.

Price \$3.50. Send for descriptive circular.

Manufactured by F. H. COOK & CO., Leominster, Mass.



School Trade Notes

FIRE-ALARM APPARATUS.

Fire insurance engineers are commonly agreed that all fire-alarm apparatus in schoolhouses must perform the double duty of sounding an alarm which will bring the fire department and of operating a fire drill signal which will start pupils and teachers toward the exits.

Absolute reliability in operation, distinctiveness of signals, and audibility in every part of a building are further requirements which are axiomatic. Finally, it is desirable that the signals be uniform in all schools of a community and that the apparatus be designed to permit independent fire-drill signals which may be sounded by the principal or by the fire department.

How well the Holtzer-Cabot school fire-alarm apparatus meets all of the above requirements is described in a pamphlet (Circular 15101) issued recently by the Holtzer-Cabot Electric Co., Boston, Mass. Copies of the pamphlet may be had by addressing the firm at Boston, Chicago or New York.

CONTROLLING USE OF PAPER TOWELS.

School authorities and health experts are unanimous in the opinion that a chemically clean absorbent paper is the ideal towel for use in schoolhouses. This opinion has been strengthened by observing the inevitable, abominable condition of roller towels and the economic impossibility of individual linen towels.

One of the reasons which has prevented school authorities from taking advantage of the sanitary qualities of paper towels has been the tendency to waste and misuse. Improper fixtures for holding towels have made it easy for children to tear off several towels at a time, or

to return for a second and third towel when one would have been sufficient. In some communities school boards have found this waste so considerable as to make the purchase of the towels prohibitive.

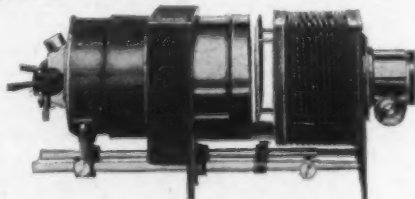
To overcome wanton use the Mount Holyoke Tissue Mills have recently perfected a special slug-operated cabinet for school lavatories. Towels cannot be released from this cabinet without the use of peculiarly shaped metal slugs. These slugs are placed in the custody of the teachers and furnish an absolute check upon all unnecessary consumption and waste. They make it possible to estimate accurately the use of towels per pupil and have in actual experience reduced the expense of paper towels from ten to twenty-five per cent. The cabinets bring the expense of paper towels within the reach of all schools.

Full particulars of school paper-towel cabinets may be obtained from the Mount Holyoke Tissue Mills, Holyoke, Mass.

"TRIUMPH SCIOPTICON."

There has been for many years a positive demand for a simple, portable stereopticon which is adapted to use in schoolrooms and small halls, which can be set up and adjusted for use or taken down in a moment's time, which can use current from any electric-lamp socket and which will still embody the chief advantages of a high-grade projecting machine.

Such a stereopticon has just been placed upon the market by the McIntosh Stereopticon Company, Chicago, under the trade name, "Triumph Sciopticon."



TRIUMPH SCIOPTICON.

THERE is a world of difference between School Desks and Haney School Desks. Why don't you give us an opportunity to tell you the difference in construction?

Here is what we will do: We will advise you, co-operate with you and aid you all we can. And then we will tell you something about our particular Furniture and make you some prices which we believe will open your eyes.

We have concentrated on this business a third of a Century. We think we know what to put in and what to leave out of Pupil's Desks, Church and Assembly Seating, Book Cases, Tables, Recitation Seats, Artificial Blackboard and General School Equipment.

We say to you we can save you money on anything you wish to purchase in this line. Let us prove it.

Haney School Furniture Co., Grand Rapids, Michigan



The Peabody School Furniture Co.,

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For prompt service and satisfaction, we solicit your inquiries on

School Desks,
Opera and
Folding Chairs



The Jacobus Pneumatic Ink-Well

It prevents evaporation—the ink never thickens. It requires filling but twice a year.

It prevents the pen from taking too much ink, to smear the fingers, or to drop on paper, desk or floor.

IT GATHERS NO DUST, IS NOISELESS, FLUSH WITH TOP OF DESK, NOT EASILY BROKEN, AND IS THE MOST SATISFACTORY AND ECONOMICAL WELL EVER MADE.

In purchasing new school desks make the condition that they shall be supplied with

THE JACOBUS PNEUMATIC INK-WELL

Send for Circular and Prices

JACOBUS PNEUMATIC INK-WELL CO.

16 Exchange Place, N. Y. City

The "Triumph" is so built that the front casting which supports the objective lens and to which the bellows are attached, and the rear casting which holds the condensing lens and light shield are supported rigidly on two rods which act as the telescoping extension. The arc lamp is permanently centered and is adjustable for focusing along the optical axis of the lantern. The condensing lenses are mounted in a spun-steel cell and a slide stage is placed in front of them to obtain the maximum of illumination. The objective is a standard 1 1/2" lens. The lamphouse and light shield are planished steel and the parts which must be touched in operation are nickel plated. The complete machine, including a standard type rheostat and slide carrier, sells at \$20.

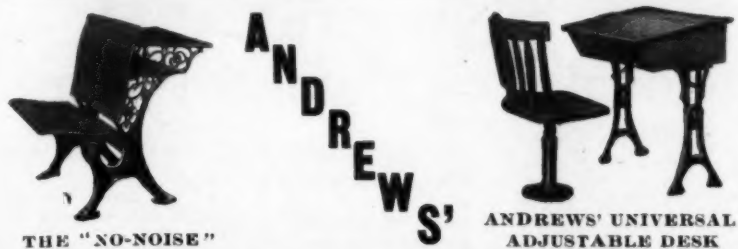
The "Triumph" is an ideal machine for teaching geography and similar studies and for lectures in the natural sciences. It can be carried easily by any teacher or ten-year-old boy. To set it up for projection requires only three simple operations taking less than a minute. It can be easily packed in a carrying case for the use of a county superintendent or itinerant supervisor and will stand any amount of rough use. It accommodates slides of standard size.

The instrument is up to the standard of the larger McIntosh lanterns and is fully guaranteed. Schoolmen who have seen it have declared it a triumph in fact as well as name.

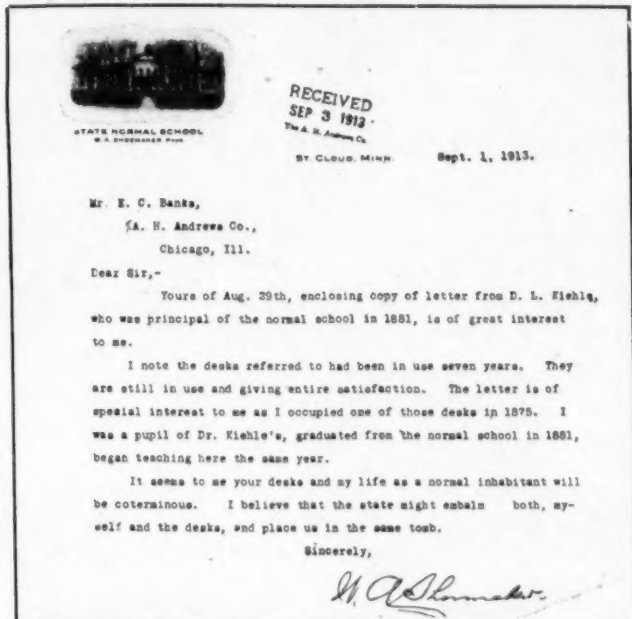
Open New Office.

The growing business of the Standard Electric Time Company in Southern California has caused the firm to open an office in the Consolidated Realty Building, Los Angeles. Mr. O. A. Johnson, formerly principal of the San Mateo Union High School, is in charge. Mr. Johnson is a Leland-Stanford graduate and has been considered a strong executive schoolman and an able teacher.

The San Francisco office of the firm, in charge of Mr. J. J. Estabrook, has been removed to 461 Market Street, a new, model office building in the heart of the retail district.



THREE GENERATIONS SAT AT THESE DESKS



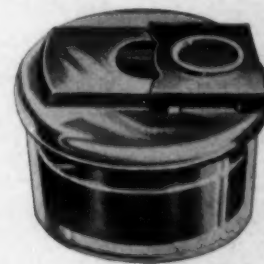
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Pat. Dec. 12, '05
Pat. Jan. 19, '06



Pat. Nov. 14, '11

Write for our free samples, and hand down your DECISION in the way of an order. Non-evaporating, dust-proof and noiseless; no hinges to break or corks to lose.

Write for free samples today.

U. S. INKWELL CO.

Des Moines, Iowa

FEATURES OF PUBLIC EDUCATION IN CONNECTICUT.

(Concluded from Page 14)

dressmaking, millinery, printing and plumbing. The courses cover approximately two years, or 4,800 hours of time for boys and 3,600 hours for girls. School grades from the fourth to the third high-school year are represented. Manufacturers send their apprentices four hours a week for instruction, (which varies with the special needs of the apprentices), paying them for time thus spent.

The aim of the trade schools is trade training, preparatory to wage earning. The instruction is all most practical, bearing directly upon the actual work in hand. For example, the arithmetic lesson for the carpentry class contains the computation of materials needed in building and their cost. The drawing lesson for the same class may be drawing the plans for a stairway, and these lessons may be given and recited on the scene of the work.

The schools aim to reproduce, so far as possible, actual trade conditions, to turn out products which will sell in the open market, the proceeds of which shall to some extent, reduce the cost of maintaining the schools. Following this plan, the schools take contracts for building houses and for making machines for manufacturers and the girls' schools take orders for gowns and hats.

Printing and Agriculture.

The printing department of the Bridgeport trade school prints the school publication "The Artisan," the monthly issue of which the editors, contributors and printers may well be proud. In the September number 1912, one of the students tells the story of "The Trade Schoolhouse", a \$5,000.00 house built in five months by the carpentry class.

The two schools provided for by the original law have been in operation three years. A third is in prospect, provided for by the legislature of 1913. The enrollment of day pupils in the existing trade schools is 225, and 37 students have graduated.

For several years the supervisors under the state board have been encouraged to introduce the study of agriculture into their schools, with the result that in the last year the schools of 36 towns were devoting some time each week to that subject. The latest experiment is the appointment last April by the state board of a supervisor of agriculture for the schools in two neighboring towns. In the schoolroom twenty minutes each day is devoted to the subject. Outside of school hours practical agriculture is taught. A club of girls has been organized to raise and can tomatoes; twenty boys have corn plots of one-half acre each, and the younger children have either vegetable or flower gardens at home. These plots are under the direction of the supervisor. The experiment has been tried to demonstrate what may be accomplished by properly supervised instruction in agriculture in the public schools.

Child Labor and Education.

The state has adopted the principle that

Per Cent of Total Population and Per Cent of School Population Enrolled in the New England Common Schools in 1910-11.

States.	Per Cent Total Population.	Per Cent School Population (children 5 to 18 years of age).
Maine	19.32	84.01
New Hampshire	14.39	64.53
Vermont	*18.72	*80.27
Massachusetts	15.09	69.41
Rhode Island	15.10	64.53
Connecticut	16.93	73.31
United States	19.20	72.54

*Statistics 1900-10.

every child between fourteen and sixteen years of age must be at work or in school. To this end there is a law which requires each employer to obtain from the state board of education a certificate that the child may be legally employed. The child must be able "to read with facility, to legibly write simple sentences, and to perform the operations of the fundamental rules of arithmetic with relation both to whole numbers and to fractions" and must appear to be physically fit for employment, before the certificate can be issued. A certificate is also issued to the parent and a copy filed in the office of the state board of education. The employer gives notice of the beginning and termination of employment. As soon as the employment is terminated, the child must appear at another establishment or at school. The system also involves notices to attend school, which may be issued by the state board of education or by the local authorities.

The year 1911-12 furnishes the following interesting figures on child labor: 11,987 certificates were issued to 17,712 applicants. Of 5,734 applicants who were refused certificates, 2,588 failed to pass the educational tests, nine were in poor health, 1,589 failed to prove that they were fourteen years old, 495 were under fourteen, 502 had no places of employment, 224 cases were continued, 327 were refused for other causes. The law has been the means of sending 1,021 children to school.

Agents of the state board of education enforce the provisions of the attendance and employment laws. The system of reporting attendance to the state board is so satisfactory and the action of the board and its agents so prompt that the percentage of unjustifiable absences is very small.



STYLE A60TF

ELECTRIC SELF-WINDING MASTER and PROGRAM CLOCK for \$100.00

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60-beat, self-winding regulator, 12 in. white enameled dial, platinum tipped circuit closers, control for any number of SECONDARY CLOCKS.

Six Program Five Minute Interval Program Machine, with AUTOMATIC CALENDAR SWITCH for silencing bells on any day or night of the week as desired.

Case of golden quartered oak, cabinet finish or finish to match sample as submitted.

Adaptability

For use in any school or college, send for information blank and we will see that it will meet your full requirements.

Terms

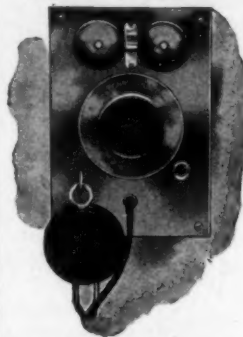
Furnished complete, with Samson No. 3 battery for operation, complete instructions for the installation and operation, for \$100.00 f. o. b. factory.

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ELECTRIC MASTER, PROGRAM
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CONNECTICUT School Telephone Systems



Every modern school building should be equipped with a telephone system.

The Connecticut Centerphone System for schools enables the teachers to communicate with the principal's office and vice versa.

It saves many steps and much time. Let us tell you more about this system and the various types of phones furnished.

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Connecticut Telephone & Electric Co. Inc.
MERIDEN, CONN., U. S. A.

Have you this Fountain in your School?



Every sink should be fitted with our No. 3.

Closes Automatically

Absolutely Sanitary

Simple to Install

Write today for Catalog

HAMRICK-TOBEY CO., Wausau, Wis.

SCHOOL CONDITIONS IN RHODE ISLAND.

(Concluded from Page 11)

legislation for the protection of every teacher is desirable.

Much has been done in law and administration to improve the efficiency of supervision, and efforts are still needed in this direction. The state now provides training for school superintendents, requires certificates of qualification of all, contributes to their salaries, as in the case of teachers; but higher recognition, better salaries, and a more secure tenure are demanded to insure the highest efficiency.

Industrial Education Developing.

In industrial education, Rhode Island for some years has had interesting and varied examples, arising from local initiative. As usual, Rhode Island made a long and thorough study of industrial education before attempting any action in law and state administration. It now has a law by which the state assumes half the support of industrial vocational schools. In response to this law one or two schools are already organized and others are contemplated. The result will be the slow development of many schools, organized to meet existing needs and providing vocational guidance and training as a permanent element of public education. A feature of this law is special aid for equipping rooms for manual training and domestic arts in existing public schools, which has given marked impetus to the extension of these arts in school instruction.

A law was enacted two years ago relating to school hygiene. It provided for standards in construction of school buildings and required certain forms of physical examination of pupils, and provided for medical inspection of schools

with state aid. Some cities and towns had already instituted medical inspection, but under the influence of state administration 80 per cent of the state's children are already under careful medical inspection. Perhaps in no other direction is Rhode Island making more school progress than in the care of pupils' health.

Child-labor laws have recently been improved, factory inspection has become more efficient, attendance laws are better enforced, and as a result average school attendance is constantly rising. Future progress calls for vigilance in conserving the rights of the period of education.

Some Marks of Progress.

School conditions in Rhode Island reflect recent progress, common to other states, in the enrichment of school courses, the readjustment of school subjects and arts, improved methods of instruction and government, lengthening of school year, gains in attendance, better buildings and equipment. So generous have been expenditures for new buildings and so general has been public effort to provide material means for efficient school education that Rhode Island has very few school homes unsatisfactory in construction and equipment. For years the state has systematically promoted with aid the proper equipment of schools with books, apparatus and other supplies, and aims to provide that every school and every child are properly supplied with the material means of efficient school instruction and training.

Recent school progress in Rhode Island includes various educational features that are attracting general attention, such as regulation of fire drills, provisions for medical supplies, and legal authority of school officers, with adequate means, to provide everything necessary

for the progressive development of school administration. One of the latest evidences of Rhode Island's progressiveness is a special state annual appropriation, beginning in 1913, to be expended in the discretion of the Commissioner of Public Schools to strengthen the weak parts of our educational system. It is expected that this will be applied chiefly to rural schools in towns of low property valuations. Already arrangements have been made to insure at least 36 weeks of school each year to every child in the state, and this grant will allow the Commissioner to remedy at once inferior conditions as they may appear. Another indication of Rhode Island's educational alertness is the fact that she sent an official representative to attend the Montessori School in Rome and make a thorough study of the principles and methods of the Montessori system of child training, whose official report will soon be published.

Public education in Rhode Island includes education from the kindergarten to the college. Towns and cities are required by law to provide free secondary education, and the Rhode Island State College is open to the youth of the state with free tuition. The state assumes direct responsibility for the education of defective classes and, with special institutions for them, even maintains a home and school for dependent children. The state also expends generous sums for adult education, and Rhode Island deserves no small honor for her earnest efforts and wise expenditures for an intelligent citizenship.

In a state with a school system already organized, future progress will be made by conserving the best, strengthening its weakest parts, vigilance in improving every element of school education, and by preserving that progressive and quickening spirit that in large degree animates our teachers and school officers.

The Best Asset

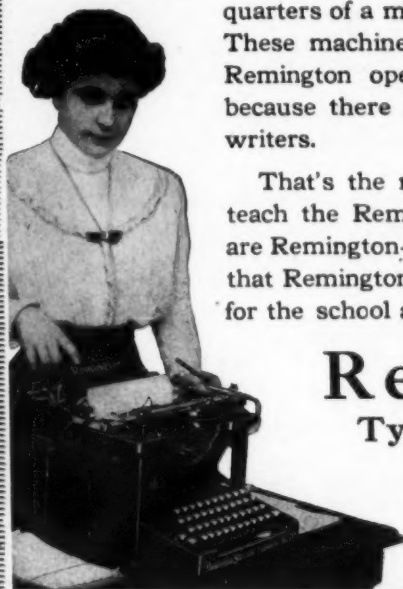
in the way of a business education is a skilled knowledge of shorthand and the operation of the

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Knowledge of the Remington is an asset as good as ready money to those who have it. You can "realize" on it always, not simply here and there, but anywhere.

Remember that there are over three-quarters of a million Remingtons in service. These machines need operators. More Remington operators are always needed, because there are more Remington Typewriters.

That's the reason that most schools teach the Remington, and most students are Remington-trained. Experience teaches that Remington instruction pays best, both for the school and the pupil.



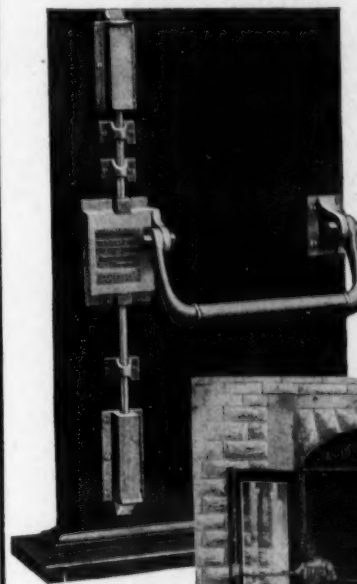
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Strong to withstand severest handling.

Mechanism so well balanced that
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Can not become blocked by accident
or design.

Failure to operate
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Expert advice at your
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Stores, etc.

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CATALOG 10C

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GENERAL DISTRIBUTORS

120-124 East Washington St.

INDIANAPOLIS, IND.

VOCATIONAL EDUCATION.

(Concluded from Page 13)

Pupils pursuing agricultural courses during the last year are reported to have engaged in eleven different types of productive farm projects with a scope ranging from a small garden to a dairy in which twelve Jersey cows were handled and money transactions to the amount of \$1,200 were engaged in by the pupil.

Cost of Vocational Schools.

The financial statement of the state-aided vocational schools, December 1, 1911, to November 30, 1912, inclusive, shows reimbursement for money expended to the amount of \$143,435. This is an index of the extent of the activities engaged in and the instruction given in these schools.

From the presentation of the status of state-aided vocational education as to schools established and work in progress we turn to consideration of the immediate problem and its future.

One of the most important immediate needs is teachers and directors trained to carry on established and new courses in industrial schools. It is of vital importance to secure such a group of educators with a vocational point of view and a body of practice in order that certain specific phases of this general subject may be experimented with and discussed by those with first-hand knowledge of the subject.

The five days' conference of teachers, directors and officials connected with Massachusetts vocational schools held this year at Hyannis, Mass., during the first week of July, was an unique and successful event calculated to materially benefit the schools of the state.

There were about 150 people engaged in or interested in vocational education in attendance. So far as I have been able to discover

it is the first time that such a body of educators (teachers in industrial schools) have been brought together in convention. The affair was organized and directed by Mr. C. R. Allen with the assistance of certain committees. The program consisted of general meetings, section meetings, and round table discussions at which concrete problems were specifically discussed at close range.

One of the results of this conference is the permanent organization, perfected by means of a committee, to make it an annual event in Massachusetts vocational work.

Some Present Questions.

We are on a long road with many lanes. We will get to more or less definite terminal places in proportion as we note progress. By some practical men of affairs our progress will be measured by the industrial skill, power and intelligence, exhibited by those whom we undertake to fit for employment. But this is not the only measure which we must recognize. Vocational education must give this return but it must also be directed to the end of culture and citizenship. "Methods of teaching must be developed which will give an education no less valuable as a preparation for life than it is for efficiency in productive employment."

Many questions regarding specific phases of the whole subject must be asked and answered:

For how many of the trades carried on in this Commonwealth can specific training be given in vocational schools?

To a certain extent the efficiency in certain industries is due to organization. If it is due to organization and no particular gain would come from specific vocational training given to employees engaged in specialized unit processes, a permanent loss to wider productive activities in more advanced occupations is sustained.

Can vocational training be given to those en-

gaged in highly specialized industries which will serve the industries and the individuals?

What character of work should be presented in the all-day schools? Should it be mainly productive, or both productive and theoretical?

To what extent can part-time co-operative plans for vocational education be developed? This is a very promising type of school. How can co-operation be secured?

By our agricultural courses and schools, what opportunity is there to reach the entire local community through extension work?

What training should be given to those who have already entered the industries?

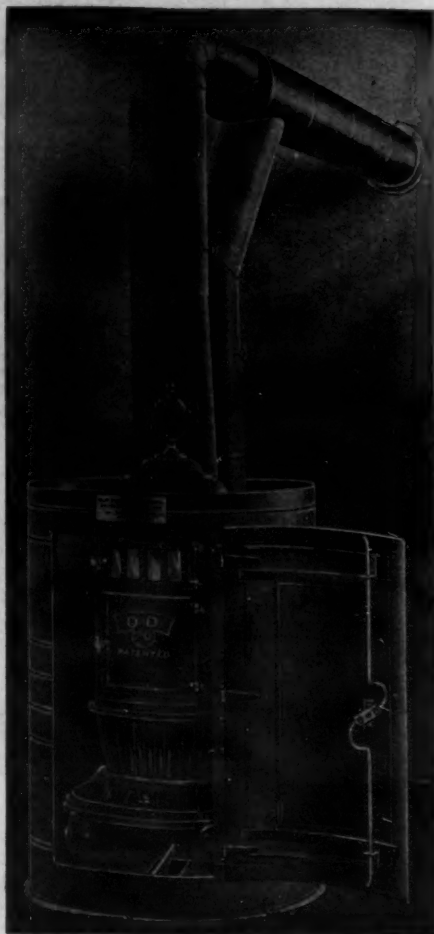
For the minor over seventeen, and the adult attending evening courses there is probably the greatest vocational efficiency in short unit courses with little abstract instruction.

For the minor just finishing the compulsory school period and barely equipped with the minimum educational requirements, continuation day-school courses for purposes of improvement will serve best the needs of the individual and the industry.

By the operation of the law limiting their employment to forty-eight hours per week numbers of these minors will be discharged. Some first-hand knowledge will be gained regarding the need of industries for minors of this age group. An excellent opportunity will be presented to establish schools for the special benefit of these minors.

By the permissive continuation-school act passed by the last legislature an opportunity is given for municipalities to offer helpful programs for minors of this group who continue in regular employment. The ultimate aim of this legislation is the further education in some degree of every boy and girl between the age of fourteen and sixteen years.

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"Cultivation of our human resources" through better education of our boys and girls and the extension of the period during which they may expect to go to school and profit by that education is the assurance of the future. Every community must do as much for the youth who is going into industry as it has long been willing to do for the youth who was going on to higher institutions of learning.

THE ADMINISTRATION OF COUNTRY SCHOOLS.

(Concluded from Page 15)

in the routine work of supervision, a few methods adopted to meet the same, and finally some of the policies now in vogue under my administration.

Difficulties in Furnishing Books.

Every superintendent finds in some of the minor duties of his office obstacles to success which are as annoying as they are trivial and which if not met promptly may have far-reaching effects. The prompt distribution of textbooks and supplies is such a minor duty which deserves careful attention.

Probably there is no one thing that has given me more perplexity and hard work than the matter of keeping well supplied, as the needs and demands have presented themselves, the schools in the out-of-the-way country districts.

And not even now, after five years' hard work and constantly studying this problem, have I succeeded in reaching an entire solution.

There is in Vermont a law providing that the town or union superintendents or school-board members buy all books and supplies and distribute or cause them to be distributed to the schools. It may be readily understood that when this buying and distribution fall to the lot of one man, usually the superintendent having about fifty schools in his charge, and these scattered over several large townships, the task is not a simple one.

In Randolph, the rural population is in many instances of the tenant class and therefore migratory, changing from one community to another so often as to render school membership exceedingly uncertain and unstable. As a result of this, an isolated school seemingly necessary to maintain, and from which transportation for many reasons is impracticable, may have a membership of seven or eight pupils during one term and possibly twenty or twenty-five in the next. Or, again, this change may take place during the school term.

This increase in pupils causes a consequent demand on the part of the teacher of from twelve to fifteen new books of various kinds for each of several grades. It does not seem wise to let pupils take texts with them when their

parents move, owing to the risk of losing books altogether; neither does it seem best to ask the town or towns to go to the expense of keeping every small school so well stocked with books of every grade and subject as to provide for those varying contingencies.

Consequently, it usually falls to the superintendent to become subject to the call of any teacher for as many books as she may need. Accordingly, many small orders must be placed with the book publishers. If, then, the purchasing agent or the superintendent buys freely to fill orders from the field, appropriations are increased, taxes go up and there is at once ground for complaint. But, on the other hand, if orders are filled slowly by collecting texts from various schools, or possibly other books already on hand are recommended in order to save funds, there is at once more ground on the basis that books and supplies are not sent in on time. The work of the schools is generally retarded and the superintendent is declared "not on his job."

A Central Office the Solution.

This condition is still further aggravated through careless ordering on the part of teachers. It is annoying, to put it mildly, to find after a drive of ten or twelve miles with a bulky package, that through a mistake in the number of texts needed or the grade of the same, another requisition is necessary. In my territory this dilemma has been met in part by opening, by vote of the joint school board, a centrally located supply room and office. Here books, supplies and all school records are kept. At this office, during the second week of each term, a teachers' meeting is called and all teachers are required to attend. At that time it is possible for teachers to know very closely what is needed in their respective schools.

Payments of the New England Common Schools for School Purposes, Classified by Function.

States.	General Professional, and Business Control.	Salaries of Teachers and Principals.	Textbooks and Other Instruction Supplies.	Miscellaneous Expenses, Principally Operation and Maintenance of Plant.	Outlays— Sites, Buildings and Equipment.	Total Payments, Excluding Payments of Bonds.
Maine	\$138,477	\$ 1,943,826	\$ 118,104	\$ 688,121	\$ 185,075	\$ 3,073,603
New Hampshire	90,941	984,868	85,978	444,256	87,757	1,693,800
Vermont	80,186	946,303	91,200	460,871	60,010	1,647,579
Massachusetts	727,019	12,991,737	1,086,051	3,964,398	3,733,729	22,592,934
Rhode Island	77,465	1,503,559	96,418	548,196	134,471	2,360,109
Connecticut	77,214	3,499,958	187,643	988,625	673,393	5,426,833

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Indianapolis, Ind.....605 Majestic Bldg.
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Minneapolis, Minn.....308 3rd Ave. S.
New York, N. Y.....123 East 27th St.
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San Francisco, Cal. 243 Monahan Bldg.
Seattle, Wash.....4076 Arcade Bldg.
St. Louis, Mo.....106 N. 10th St.
Dallas, Texas.....3105 McKinney Ave.
Omaha, Neb.....318 Flatiron Bldg.
Toronto, Ont.....118 Adelaide St. W.
Winnipeg, Man.....250 Stanley St.
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This superintendent's office fulfills several functions of importance. It serves as a meeting place for the regular meetings of the teachers' reading circle and a place for the annual dinner of the circle. Here, also, parents from the rural communities often come to consult the superintendent on matters pertaining to their children. Then, again, many teachers are in town on Saturday and come to the rooms for a few extra books and to confer relative to their local and individual problems. The office is maintained by an appropriation from the joint towns and one-half of the telephone tolls are paid by them.

The Reading Circle a Helpful Adjunct.

Though the regular teachers' meetings appointed for the distribution of books and the discussion of various school problems are very

essential, yet their function can hardly be said to be complete without the reading circle. Reading is good. Practice is good. Both are good in themselves, but only the best and probably the maximum results are achieved today where practice and the literature of that practice are thoroughly amalgamated. The teacher and school man who must pass in his development through all of the many mistakes of his predecessors for generations back and who does not seek through reading and study to avoid the same, will never live long enough to outgrow these and truly serve in the ranks of progressive educators.

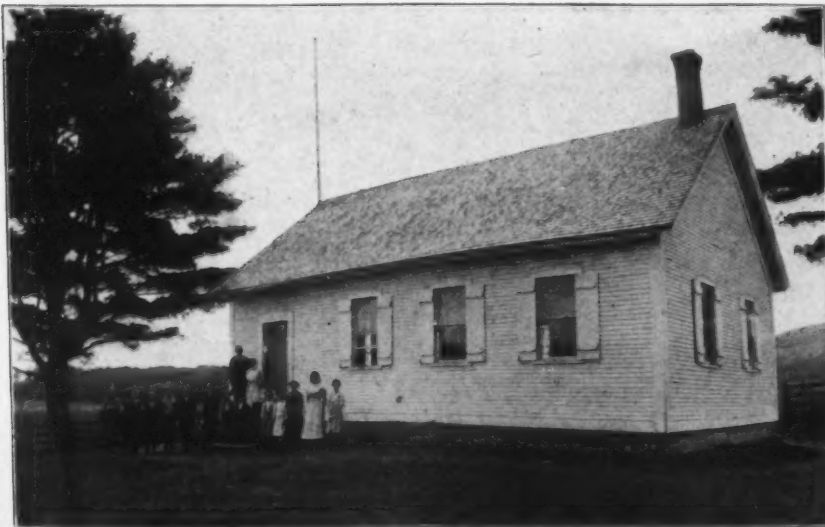
It seems to me that no man should seek to administer his schools and expect good things from such administration unless he sees that his teachers are studying their art.

In beginning my work as superintendent, I

found some teachers doing little or no reading or continuing any study of methods or principles of teaching. It seemed that a reading circle would be an inspiration and practically helpful. It has proven to be both. The circle has now been in existence four years and we have a considerable collection of helpful books for teachers. Membership in the circle is voluntary, yet nearly all of the teachers of the union are members and pay their dues of twenty-five cents per term. Through these collections about \$25 or \$30 is raised yearly for reading matter and many of the best and most modern books are purchased as soon as they are off the press.

Some Guiding Principles.

In this discussion no attempt has been made to include in any way the broader aspect of rural school administration, embracing the



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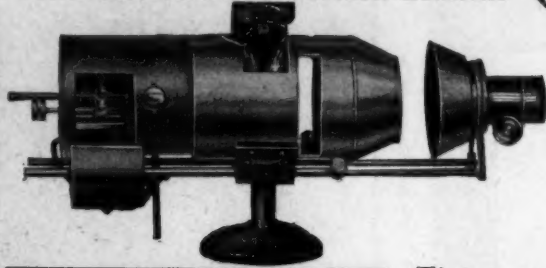
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larger administrative units and areas, with their respective functions centered in the state board, the state superintendent and the legislature. What I have now to say in conclusion has a broad and comprehensive significance. In the light of what has already been said I wish to emphasize this: efficient administration depends upon definite ideals, definite means and definite efforts. And with this in mind, the superintendent should work persistently in harmony with some clearly defined policy. Among some other guiding principles I have had in mind:

1. To constantly advise the hiring of better teachers.
2. To work definitely for the training and improvement of teachers already employed.
3. To advise a graduated basis for salary promotions.
4. To be as an administrator always good natured, optimistic and enthusiastic. And then to have always so much of this in evidence that teachers catch the spark and carry the same to their pupils.

5. To seek in every way to assist teachers to hold large ideals constantly before their pupils; and thus to lead them to undertake the most formidable task with a grim determination and a set grit that "never says die."

6. To help every teacher to truly believe and teach that school is not preparation for life, but is life.

7. And finally to teach by deed and precept that the all important function of school is to assist our boys and girls in their honest but unconscious efforts for social adjustment, to think clearly, deal squarely, and struggle bravely; to teach them that the aim of life is neither the development of matter, its acquirement, nor

withal its cunning and successful manipulation; but to contend so successfully as to reach that higher destiny which is only worth while.

PRIZE ESSAY CONTEST.

The American School Peace League has announced its Peace Prize Essay Contest for the year 1914, which is open to the pupils of the secondary and normal schools in all countries.

Prizes are offered for the two best essays on the following subjects: "The opportunity and Duty of the Schools in the International Peace Movement;" "The Significance of the Two Hague Peace Conference." The former is open to seniors in normal schools, while the latter is open to seniors of secondary schools. Three prizes of \$75, \$50 and \$25 are offered for the three best essays in both sets.

School Moneys Received in the New England Common Schools in 1910-11.

States.	Income of Permanent School Funds and Rent of School Lands.	From State Tax or Appropriation.	From Local Tax or Appropriation.	From Other Sources, State and Local.	Total Revenue (excluding balances on hand and proceeds of Bond Sales).
Maine	\$ 42,237	\$1,786,544	\$ 1,415,064	\$ 73,402	\$ 3,317,217
New Hampshire ..	39,718	87,377	1,558,792	30,825	1,716,712
Vermont	90,227	251,790	1,206,091	60,119	1,607,827
Massachusetts	285,064	214,133	21,531,727	471,410	22,502,334
Rhode Island	19,590	160,740	2,161,460	67,937	2,409,727
Connecticut	146,159	880,739	4,833,931	436,633	6,297,462

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PROGRESS IN SCHOOL ADMINISTRATION IN NEW ENGLAND.

(Concluded from Page 8)

teachers and the principles of democracy all demand that the teachers be given more opportunity for educational direction and initiative."

Differentiation of Schools.

There is a distinct tendency toward the adaptation of schools to community needs. We have had all kinds of surveys as to the need of vocational and continuation schools. The vocational movement is well under way in the cities of Massachusetts; to a less degree in Connecticut. In Maine, vocational education as such has only reached the agricultural interests. Maine is, however, organizing departments of manual training and domestic training, for which the state will reimburse the communities. In New Hampshire, vocational training is accepted only as a part of a general school program, and thus far little information can be obtained as to any specific results tending to show that the schools are preparing for specific vocations and are getting results. There are some experiments under way in agricultural education, and the Colebrook, N. H., High School agriculture was, last winter, the subject of widespread comment occasioned by the circulation of a bulletin prepared for the United States Bureau of Education at Washington. Agricultural education is receiving a great amount of attention throughout New England at Grange meetings, educational meetings, and in the newspapers, but the schools are still in a formative and experimental stage and we should beware of accepting as accomplished facts what are really experiments. They are, however, very interesting experiments and illustrate a tendency.

The differentiation of schools in larger centers is going on more and more. We are forming classes for foreign-born children, classes for deficient children, open-air classes, and so on—all movements which have been exploited in the educational press and do not need particular comment here. These again illustrate the recognized necessity of fitting schools to the local population.

State Departments of Education.

Another progressive tendency in all the New England states is the growing influence of and respect for the state departments of education. In all the New England states, these executive officers have been taken out of partisan politics to the very great advantage of all concerned. In recent years there has been only one possibility of the dismissal of the head of a state educational department because of a change in the political control of the state. Public opinion in this case did not sanction such a change and the state is now entering under the same executive an era of greater expenditure for the educational department and for the enlarging of the scope of its activities.

Definite authority in the matter of certification of teachers, the disbursement of state money based upon the inspection and approval of school work and in various other lines has been delegated to the state educational departments by law. But beyond those powers delegated by law the state officials are winning leadership by wise counsel and direction, and are being consulted more and more in educational matters over which they have no real authority. Much, perhaps most, educational legislation is drawn in the offices of the state education officials and is presented to the various legislatures on its merits, and such measures

are being passed without any use of log rolling methods or any attempt to use political influence.

Teachers' Pensions.

The New England states are quite generally committed to the idea of state pensions for teachers. Rhode Island was a pioneer state in this movement and now all the states, excepting Connecticut and New Hampshire, have passed such a law. Last winter the Connecticut legislature passed a teachers' pension law, but it was vetoed by the Governor. Doubtless the teachers will continue the campaign and in time will win. It is understood that the teachers of New Hampshire will inaugurate a similar movement at no distant date. The acceptance of a pension is contingent upon the teachers withdrawing from the service at a specified age, and an adequate pension offers the solution of a heretofore troublesome question in school administration, i. e., what can be done for the superannuated teacher?

All things considered, it seems that the general tendency in school administration in New England is toward more centralization; more authority and influence to state officials in setting standards, and in controlling schools in which the state is directly investing money; in the local community there is certainly a tendency for an increase in the scope of the superintendent's power and influence. In general, it would seem that the state departments of education are now in a position where they can obtain all the authority and responsibility they are willing to assume. As for the superintendents of schools, not quite such a sweeping statement can be made, although many people would claim that the superintendent will have delegated to him by the employing committee all the power and authority he deserves. The great



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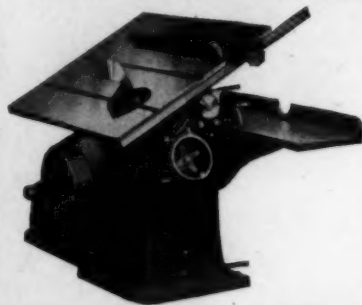
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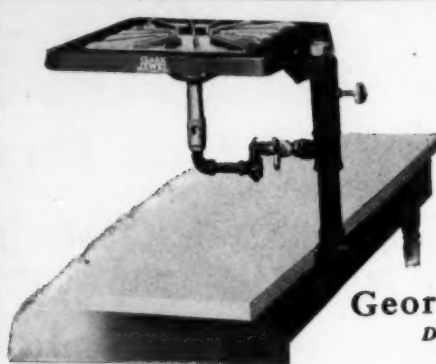
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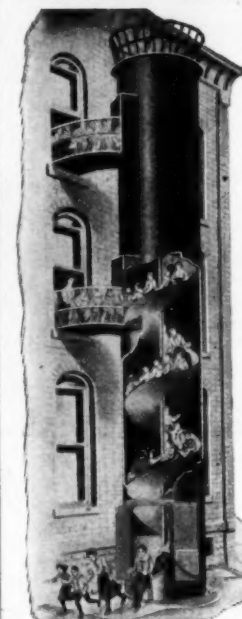


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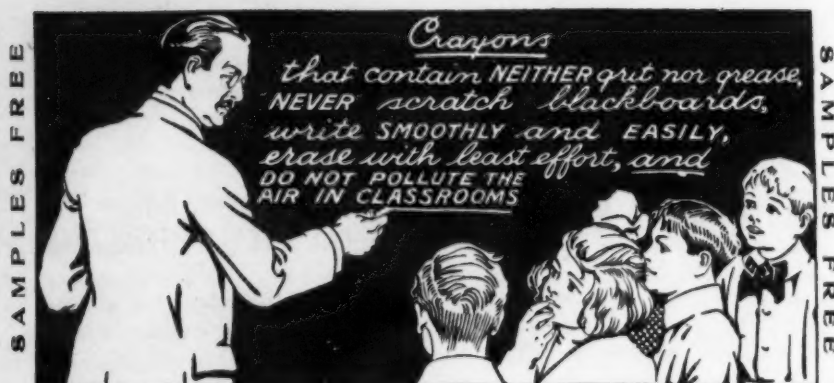
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need in school administration, as I see it, is the administrator with vision, a knowledge of social needs and of what education can contribute to the solution of twentieth century problems, plus the ability to marshal the forces in a community to the task of getting things done. Administrative schemes on paper look well, but unless there is a red blooded man behind the paper who has the power to inspire loyalty and a desire for progress, nothing in particular is ever done. Perhaps we are progressing as rapidly in school administration as we are in other departments of social activity.

PROGRESS IN SCHOOL ARCHITECTURE IN MASSACHUSETTS.

(Continued from Page 20)

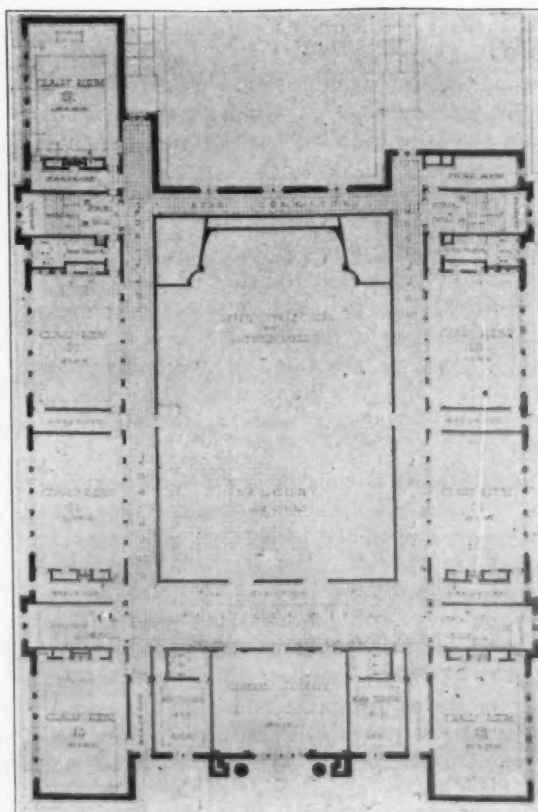
by putting up new buildings but by improving the surrounding grounds. He may even encourage the employment of engineers and landscape architects.

The right of the architect to work with enthusiasm for better school buildings, finer school grounds, and a more beautiful township, no one can question.

THE NEW HAMPSHIRE EDUCATIONAL SYSTEM.

(Concluded from Page 10)

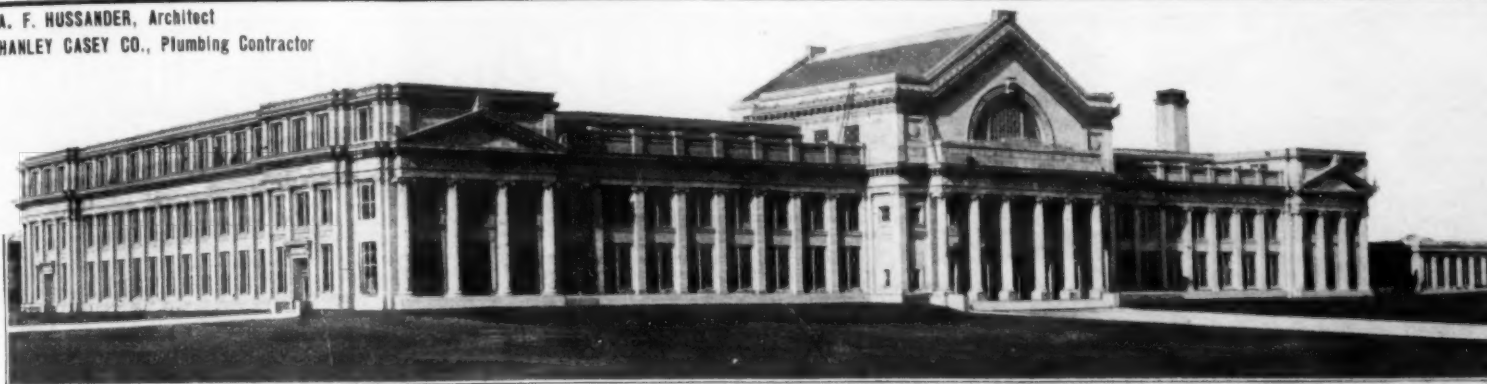
of Education, entitled "The Readjustment of a Rural High School to Community Needs."



SECOND FLOOR PLAN, ATTLEBORO HIGH SCHOOL.

The readjustment in the cities is taking place rapidly along the line of curricula in domestic arts, commerce and mechanic arts. A notable school system has been developed in Berlin, a small city of 12,000, in the northern part of the state. A program of studies has been developed in the high school so attractive to the students that in six years the enrollment has increased from 59 to 383. The large emphasis in the mechanic-arts work in Berlin is upon the educational value aspect rather than upon an attempt to develop specific skill in some particular vocation. Great stress is placed upon the development of mechanical intelligence and adaptability. It is held that whenever, by frequent repetition, any act becomes automatic it has thereafter little educational value. The boys have completed many important projects such as: cabinet work in the high school laboratories; filing cases, bookcases and tables; the steam fitting and interior finish of the mechanic-arts addition to the high school; bench and machine tools; speed lathes; electric motors. The study of applied physics and chemistry has been developed far beyond the stage usually reached in high schools. By extensive correlation of the mathematics of the high school with the work of the forge shop and the woodwork, a rarely efficient type of mathematical study has been developed which is not often found in high schools.

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Teachers' Institutes.

The law requires that at least one teachers' institute be held in each county each year. As a matter of fact many more than the number required are held. Usually the state department is able to hold about twenty-five in a year. In so far as possible these are held in the more remote rural towns where there are fewer trained teachers than in the larger towns and cities. The institutes are of a very practical nature, the lecturers are specialists in the subjects upon which they speak and the addresses deal with the practical aspects of the newer ideas in teaching and in school management. Not only are the institutes of great value to the younger, untrained teachers of the state, but to the older teachers who have been out of normal school or college a number of years they bring the results of the progress of the times and serve as an effective stimulus to progressive thinking. In a word, the department of public instruction, through the institutes, is able to provide a great extension service for the teachers of the state. The majority of the institutes are for both elementary and secondary teachers but a half dozen or more institutes are held at central points in the state especially for secondary school teachers at which the newer developments in the psychology of the adolescent period and the specific pedagogy of the high school are discussed. In such meetings as these many of the newer movements for more efficient instruction have been inaugurated. A week of advanced professional study for superintendents is provided for each summer under the direction of the department of public instruction. The lecturers are men of national reputation. An institute for superintendents is held every year in December at which current

problems in New Hampshire school administration are discussed.

Child Labor.

The child labor law of New Hampshire is the national act recommended by the National Child-Labor Committee.

ARCHITECTS' CHARGES.

(Concluded from Page 17)

\$40,000 a year. What business man is there who is willing to head a \$10,000,000 corporation with a salary of less than \$40,000 a year? What corporation is there of this size that pays its counsel less than this amount? Such men, however, receive these salaries without investing any of their own money to obtain it. The architect must invest about \$400,000 in actual cash paid out to receive his profit of \$200,000. All of the above has nothing to do with the professional training and skill of the architect and for which he receives his compensation. He must, therefore, not only invest his own money and run a large business office with a chance of running it at a loss, but he must give his skill in designing, his knowledge of engineering and construction, and his training in sculpture and mural decoration in order that he may obtain his fee."

THE PLAYGROUNDS OF A NEW ENGLAND CITY.

(Concluded from Page 24)

of little farms upon which the children raise vegetables for their own family tables. They yield a supply more than equal in money value to the expense of instruction.

An especially interesting feature of the playground is the "Little Mothers' Playground" which is in the kindergarten yard of the Brown school. The plan was devised by Miss Nellie M. Easland and has been proven an unqualified

success. The little mothers of the congested sections of the East Side of the city bring their baby charges to the playground, and are taught to wash them. The facilities for the purpose are very simple and consist of such necessities as soap, warm water and towels. The effect of the work of cleanliness is most apparent in the homes of the little folks. After the cleansing process has been completed the babies are placed in hammocks while the little mothers spend the time in making baskets.

The illustrations, herewith, give an idea of some of the play activities.

The expense of the Hartford playgrounds is borne entirely by the city and amounts to \$7,000 each summer season.

EVENING SCHOOLS.

Buffalo, N. Y. Evening schools opened September 15th with a broader curriculum than in previous years. General instruction has been provided in the evening grammar schools, while the work of the vocational schools is preparatory to the industrial classes at the Technical high school. Academic and industrial training has been provided at the Central high school, including the subjects of typewriting, office filing, stenography, bookkeeping, penmanship, business English, telegraphy, higher arithmetic, arts and crafts, classics and modern languages. Courses in parliamentary law, debating and advanced English are also included.

At the Technical high school machinework has been introduced, including practical shopwork, mathematics, forging, mechanical and trade drawing and electrical construction. Plumbing, cabinetwork, carpentry and joinery are included.

Instruction for citizenship and English for foreign-born has been introduced in the evening grammar schools. Personal hygiene is a feature in all classes and home economics, laundry work and domestic science are emphasized. Cobbling, benchwork and shop-drawing classes are planned, as well as a class in sign-lettering.

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ALABAMA.

Demopolis—The city has voted \$20,000, bonds, for the erection of a school. Frank Lockwood, Archt., Montgomery.

Woodward—Contract has been let for the construction of a 5-room school. Cost, \$3,000.

ARKANSAS.

Clarksville—The school board has purchased a site on West Hill and will issue \$35,000, bonds, for a school building.

Pine Bluff—The St. Marion District Missionary Baptist Church has secured a site for a co-educational school. S. L. Woolfolk is interested.

CALIFORNIA.

Frawley—Preliminary plans have been completed for the erection of a high school. Cost, \$45,000. N. F. Marsh, Archt., Los Angeles.

Fillmore—Bids received August 16 for the erection of a one-story grammar school, Willow Grove District. David Snodgrass, clk.

Chino—The citizens have voted \$40,000, bonds, for a new school.

Tustin—Archt. Fred Eley, Santa Ana, has plans for a 2-story grammar school. Cost, \$45,000.

San Fernando—Bids will be received immediately for a one-story manual arts building for the Union High School District. J. C. Austin and W. C. Pennell, Archts., Los Angeles.

Tehachapi—Bids received Sept. 29 for a school in Old Town school district. L. L. Stickle, clk.; J. M. Saffell, Archt., Bakersfield.

Pittsburg—Bonds have been voted for a new school to cost \$75,000.

San Diego—An addition for the Grant school is being urged; a site and building at Loma Portal; the LaJolla building is to be replaced by a modern structure and the Washington school is to be completed; the residents of

Morena are urging the question of a separate school; an additional school will be needed in the section east of the Normal School.

Manhattan—Plans are under way for the erection of a 6-room grammar school, with auditorium, at Manhattan Beach. Cost, \$20,000.

Porterville—New school buildings are to be erected from the proceeds of \$50,000 worth of school bonds.

San Mateo—The \$25,000 bonds of Homestead have been sold and plans have been drawn for a school in Hayward Park.

Stockton—The board has voted to remodel the Jackson school in accordance with the plans of Architects Stone & Wright.

Bakersfield—Bids received Sept. 2 for erection of 9-room school with auditorium. O. L. Clark, Archt.

Perris—Bids have been received for the construction of a school. G. S. Wilson, Archt., Riverside. Cost, about \$21,000.

Stockton—Tentative plans for a 3-story high school have been accepted. Wright & Stone, Archts., Stockton. Cost, \$45,000 to \$50,000.

Los Angeles—Bids received Sept. 18 for the erection of a fine arts building at the State Normal School. W. F. McClure, state engineer, Sacramento.

Compton—Bids received Sept. 5 for the erection of a one-story science building. P. V. Tuttle, Archt., Los Angeles. J. B. Norton, clk.

Chico—Bonds, \$50,000, are being considered for additional school facilities.

CONNECTICUT.

Greenwich—Archts. Gullbert & Betelle, New York, N. Y., have plans for the erection of 8-room school. Cost, \$40,000.

Bridgeport—Figures will be received in September for the erection of a 3-story high school. J. G. Rogers, Archt., New York, N. Y. Cost, \$300,000. Archt. F. A. Cooper has plans for a grammar school on Seymour Street.

Willimantic—Bids received September 1 for the erection of a high school. Wilson Potter, Archt., New York, N. Y.

New Britain—The school committee is considering the erection of a vocational school to house the commercial department of the high school.

Torrington—Bids will be received for the erection of a 2-story high school. Wilson Potter, Archt., New York, N. Y. Cost, \$300,000.

Ridgefield—Archt. P. M. Sutherland, Danbury, has plans in progress for the erection of 2-story school. A. Cornen, trus., Greenwich. Cost, \$60,000.

Coscob—Competitive plans have been received from architects for the erection of a 12-room school. J. P. Crosby, secy., school district of Greenwich.

DIST. OF COLUMBIA.

Washington—Plans are nearing completion for a 2-story girls' high school. Theo. Pope, Archt., New York, N. Y.

FLORIDA.

Bartow—Special Tax District No. 6 of Polk county will vote on a \$15,000 bond issue for the purchase of a site and the erection of a school. C. A. Parker, secy., board of public instruction of Polk county.

Dunnellon—The sch. school district has voted \$12,000, bonds, for the erection of a school.

Fort Myers—The city has voted \$35,000, bonds, for the erection of a high school. J. W. Sherrill, supt.

Labelle—The city has voted \$10,000, bonds, for the erection of a school. J. W. Sherrill, Supt.

Ocala—The special tax district has voted \$75,000, bonds, for the erection of schools.

Tampa—The College Hill special school district has voted \$13,000, bonds, for the erection of two schools. Marshall Moore, secy., Hillsboro county board of education.

West Palm Beach—Special School Dist. No. 1 has voted \$35,000, bonds, for the erection of schools.

GEORGIA.

Atlanta—The appropriation committee of the House of Delegates of the Georgia State Legislature has accepted a recommendation to appropriate \$20,000 to erect buildings for the state training school for girls.

IDAH0.

Kellogg—Archt. L. Stritesky, Spokane, Wash., has plans for a one-story school building. Bids received shortly. Cost, \$14,500.

Wallace—The bonds recently issued for the construction of the high school have been approved. Work will begin shortly.

ILLINOIS.

Chicago—Archt. A. F. Hussander is receiving figures for 3-story Shepherd school. Figures are being received for 3-story addition to Scanlon school.

Evanston—Figures received August 18 for 2-story school building (assembly hall, stage, kindergarten). Perkins, Fellows & Hamilton, Archts., Chicago. Cost, \$35,000.

Carthage—Figures received September 2 for 2-story school. Wm. B. Ittner, Archt., St. Louis, Mo. Cost, \$35,000.

Chicago—The building committee of the board of education has approved plans for an addition to the Lawn school, to include a gymnasium.

Mackinaw—Archt. G. Miller, Bloomington, has plans for 2-story school. Dr. E. Kilby, pres. board. Cost, \$10,000.

Odell—Plans are in progress for the remodeling of the school building. R. A. Young, Archt., Pontiac.

Chicago—Supt. Ella Flagg Young has asked for three 32-room school buildings to be erected at Leavitt and LeMoine Sts., Fifteenth and Lawndale Ave., and Wood and Yeaton Sts.

Four other buildings are requested for the Pierce school, Reilly school, the site at Taylor and Lytle Sts., and Sixtieth and St. Lawrence.

Joliet—Supt. R. O. Stoops has urged the erection of three or four new schools on the west side to be provided within the next five years.

Chicago—Figures received Sept. 10 for the alterations and addition for the Lawson school. A. F. Hussander, Architect.

McHenry—Bids received Sept. 13 for erection of school, Dist. No. 42. W. J. Walsh, pres.

Carthage—Bids have been received for erection of 2-story school. W. B. Ittner, Archt., St. Louis, Mo. Cost, \$25,000.

Joliet—A new school will be erected according to the latest modern developments.

Farmington—Agitation has been begun for the erection of a gymnasium building on the high school grounds.

Dixon—The board of education of North Dixon has received bids for the erection of a school in Loveland Place. M. H. Vail, Archt.

Chicago—Figures are being received for erection of 2-story school and rectory, Church of the Assumption. Joseph Zidek, Archt.; Rev. A. Marescak, pastor.

Moline—Bids will be received shortly for the erection of a 3-story high school. Eckland & DeArment, Archts.; A. Jacobson, chm. committee. Cost, \$250,000.

Kankakee—Bids received for 2-story school, St. Patrick's Church. Z. T. & C. G. Davis, Archts., Chicago; Rev. F. Bennet, pastor. Cost, \$25,000.

Chatham—A 2-story addition is contemplated for the school building next spring. G. Helmle, Archt., Springfield; Mr. Bradley, secy.

Winter Begins in October



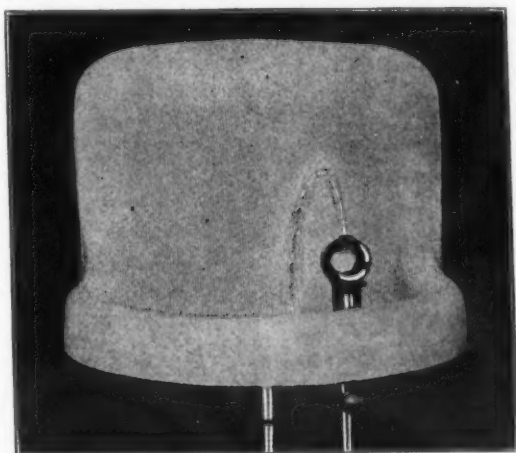
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INDIANA.

Indianapolis—Bids are being received for addition to Irvington school. Herbert Foltz, Archt.; J. E. Cleland, bus. director.

Plainfield—Archts. H. L. Bass & Co., Indianapolis, have plans for the erection of 2-story school, Indiana Boys' School. G. Hanna, supt. Cost, \$22,000.

Tell City—Preliminary plans are in progress for 6-room school with assembly hall, St. Paul's Catholic Church. Rev. J. Thie, pastor. Cost, \$15,000.

Nineveh—Bids received August 16 for 4-room school. George Ransdel, Archt.; E. A. Cobb, trustee.

Corydon—Bids received August 22 for the erection of a 2-story school. A. W. Morrow, Archt. Cost, \$35,000.

Washington—Bids received August 28 for 10-room school, St. Simon's Church (auditorium). M. Johnson, Archt., Brazil.

Terre Haute—Preliminary plans are in progress for the erection of an 8-room grade school. Rodney W. Leonard, Archt.; A. Allen, bus. dir. Cost, \$40,000.

Hatfield—Bids received August 16 for erection of 4-room school. Brubacher, Stern & Boyle, Archts., Evansville.

Indianapolis—Contract will be let for School No. 57, with assembly hall and 8 classrooms. Herbert Foltz, Archt. Bids will be received for 4-room addition. Geo. V. Bedell, Archt.; Rev. G. J. Smith, St. Philip Neri Church. Cost, \$5,000.

Vincennes—Proposals received Sept. 22 for the addition of Grade School No. 5. P. W. Lenahan, secy.; J. W. Gaddis, Archt.

East Gary—A new school will be erected. T. J. Stearns, mem. board. Cost, \$15,000.

Milford—Bids received Sept. 19 for the erection of a 10-room school. Freyermouth & Maurer, Archts., South Bend; Ziles Grove, chm. committee. Cost, \$40,000.

Terre Haute—Plans have been discussed for the erection of the new building at the State Normal School.

Martinville—Plans will be revised for the 2-story high school. J. W. Gaddis, Archt., Vincennes. Cost, \$40,000.

Williamsport—Bids received Sept. 9 for the erection of a centralized school for Liberty township. Chas. W. Nicol, Archt., LaFayette.

IOWA.

Kirkman—Archt. J. H. Craddock, Omaha, Neb., has plans for 2-story high-and-grade school. E. B. Tacker, secy. Cost, \$15,000.

Oto—Contract has been let for erection of 2-story school. J. H. Craddock, Archt., Omaha, Neb. Cost, \$12,000.

Dewitt—A special meeting has been called to vote on the question of an addition for the school building.

Des Moines—Proposals received Sept. 9 for addition to Cattell School. Prondfoot, Bird & Rawson Archts.

Waterloo—Bids received Sept. 22 for construction of 3-story school building. J. G. Ralston, Archt.; J. E. Dempster, secy.

Burlington—Competitive sketches have been received for the erection of a 2-story ward school. D. S. Cooper, secy. Cost, \$50,000.

Corning—A new school will be built. W. C. Chubb, secy., independent district.

Aredale—Bids received Sept 11 for erection of school. E. H. Fulbrecht, secy.

Greenville—Clay county will erect a new school to cost \$15,000.

Keosauqua—Plans have been accepted for new school for the teaching of agriculture, manual training and domestic science. L. O. Smith, supt.

Cedar Rapids—A 3-story vocational school is proposed. The sum of \$100,000 has been appropriated for the building.

KANSAS.

Topeka—Addition will be built for Grant school. L. M. Penwell, pres. Cost, \$10,000.

Troy—Addition will be built for high school. Eckel & Aldrich, Archts., St. Joseph, Mo. Cost, \$25,000.

Toronto—Contract will be let shortly for the erection of 2-story school. T. W. Williamson, Archt., Topeka. Cost, \$19,000.

Grantville—Archt. J. F. Stanton, Topeka, has plans for one-story school. Mrs. Harry Nash, clk. Cost, \$5,000.

Dodge City—The school board has selected a site for the new high school to cost \$50,000.

Pittsburg—Archt. Asa Messenger has plans for addition to Forest Park school. O. T. Cropper, secy.

Westphalia—Will vote on bonds for a district high school. W. J. Griffith, clk.

KENTUCKY.

Lexington—The plans of Architects Smith & Bedford have been accepted for a school, St. Paul's Church.

Covington—St. John's Church has plans for a school.

Newport—A 2-story school and church is contemplated for St. Vincent de Paul's Church. C. P. Maes, bishop, Covington, Ky. Cost, \$50,000.

LOUISIANA.

Covington—The directors of the public schools of St. Tammany Parish will receive bids September 3 for the erection of a 2-story high school. Nolan & Torre, Archts., New Orleans.

DeQuincy—The Calcasieu Parish Board, Lake Charles, has called an election to vote on a bond issue for the erection of a school.

Vinton—The school district has voted a special tax for the erection of a school.

Starks—The directors will erect a school. A. H. Humphry, Archt., Lake Charles. Cost, \$3,500.

Gretna—Bids received for erection of school in Jefferson parish. Pavrot & Lavaudals, Archts., New Orleans.

Hammond—The city is considering a bond

issue of \$120,000 for the erection of a school. Address the Mayor.

Iowa—Bids received Sept. 9 for a school in Calcasieu Parish. F. M. Hamilton, secy.; E. W. Phillips, Archt., Lake Charles.

Vincennes—Bids received Sept. 9 for the erection of a school in Calcasieu Parish. F. M. Hamilton, secy.

New Orleans—The city will erect a school on St. Anthony St. Martin Behrman, mayor. Plans have been prepared for a school at Lakeview. Cost, \$16,000.

MAINE.

Gardiner—Archt. Harry S. Coombs, Lewiston, has been selected to prepare the plans for the new high school. Cost, \$45,000.

Augusta—Archt. F. A. Patterson has been selected to prepare plans for a 4-room school at Walnut St. and College Ave.

Portland—A committee has been formed to agitate the question of a new high school. Address the Mayor.

Bangor—An addition is contemplated for the high school. F. E. Pressey, city engineer.

Waterville—Archt. F. A. Patterson, Bangor, has plans in progress for a 4-room school. Chas. Perkins, supt.

Monticello—Bids have been received for school. F. A. Patterson, Archt., Bangor; Dr. F. O. Hill, chm. committee.

Bangor—A site at Newbury and Hancock Streets has been suggested as a possible location for a new school in the first ward.

East Winthrop—Proposals received Sept. 8 for the erection of school. F. G. Wadsworth, Supt. Schools.

Houlton—The board of selectmen has voted to erect a new high school. A. A. Stewart, mem. building committee.

MARYLAND.

Baltimore—Proposals received Sept. 2 for building an addition to the domestic science rooms at the Eastern Female high school. Jas. G. Preston, pres. board of awards.

MASSACHUSETTS.

Fall River—Archt. J. M. Darling has plans for school at Segregansett, for the Bristol County Agricultural School.

Lynn—Archt. U. R. Hunt, Lynn, has plans for 3-room school.

Wrentham—Archts. Kendall, Taylor & Co., Boston, have plans for the erection of school buildings, State School.

Boston—Archts. Richardson, Barrott & Richardson, Boston, have prepared plans for the erection of a school at Brighton Station.

Belmont—Bids have been received on the general contract for the erection of an 8-room school. Wm. Chapman, Archt., Boston; Geo. C. Flett, chm. building committee.

Leicester—Archt. A. P. Fitzgerald, Worcester, has plans in progress for 6-room school. Rev. Fr. J. McKenney, pastor.

Westfield—Bids will be received for a 12-room school on West Silver St. Provision will be made for manual training, cooking and sewing.

Lynn—The erection of an additional building in the vicinity of Blossom Street is urged as a necessity.

Boston—Archt. R. Clifton Sturgis has plans for the erection of a 3-story school.

Newton—Bids received Aug. 27 for the building of a 2-story addition. E. T. P. Graham, Archt., Boston.

Boston—Bids have been received for the erection of 2-story addition. Brigham, Coveney & Bisbee, Archts.

Springfield—Proposals received Sept. 10 for the erection of a high school of commerce. Kirkham & Parlett, Archts.; J. A. Lancelaux, secy.

Pittsfield—Two 4-room additions will be built for the Daves school.

Worcester—Archt. E. T. Chapin has plans for 2-story school. G. C. Halcott, supt. bldgs. Archts. Frost & Chamberlain have plans for addition to classical high school. G. C. Halcott, supt. bldgs. Cost, \$185,000.

MICHIGAN.

Detroit—Bids received for 16-room Condon school. Malcolmson & Higginsbotham, Archts.; C. A. Gadd, secy.

Marquette—Figures received August 29 for 3-story administration building for the Northern State Normal School. Jas. H. Kaye, pres. Cost, \$150,000.

Highland Park—Bids received August 28 for 12-room school. W. D. Butterfield, Archt., Detroit; W. S. Conley, secy.

Hamtramck—Archt. G. J. Haas, Detroit, has plans for erection of 2-story school, Dist. No. 3. Justice P. J. Binder, Hamtramck. Addition will be built for Dist. No. 8. Charles Fields, Hamtramck.

Wyandotte—An addition is contemplated for the McKinley school. J. L. Sullivan, city clerk.

Williamsburg—Archt. J. C. Peterson, Traverse City, has plans in progress for the erection of a 2-story school. Cost, \$10,000.

Grand Rapids—The city council has voted to erect the new Franklin school. Cost, \$106,000. Archts. Robinson & Campan will start on plans for the new South End High school as soon as permission is given. The building will cost about \$300,000.

Highland Park—Bids have been received for the erection of a 12-room school. Wells D. Butterfield, Archt., Detroit; Edward Conley, secy.

Mt. Pleasant—Bids will be received for the erection of a 3-story normal school. E. W. Arnold, Archt., Battle Creek; L. L. Wright, secy., state board of education. Cost, \$100,000.

Detroit—Bids received Sept. 9 for the erec-



Table No. 9

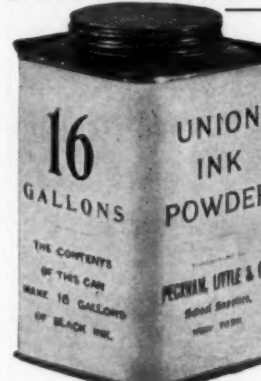
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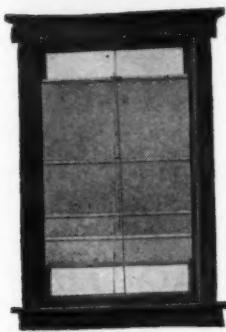
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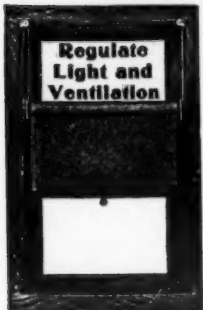
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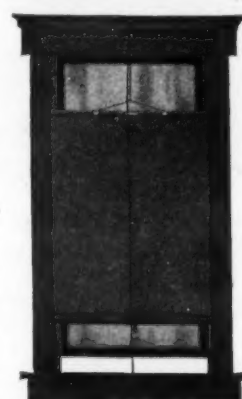
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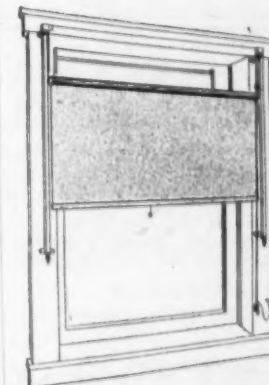
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Columbus, O.

tion of a 2-story school. Maleomson & Higgins-
botham, Archts.; W. C. Rowland, associate.
Bay City—The school board is looking for a
site for the proposed new high school. Mr.
Galagher, trus.
Big Bay—Proposals received August 28 for
the construction of an 8-room school building.
F. E. Krieg, secy., Birch.

MINNESOTA.

New Ulm—Plans will be begun about Novem-
ber 1 for a 2-story high school. Bell, Tyrie
& Chapman, Archts. Cost, \$75,000.
McGregor—Figures are being received for
school. F. E. Halden, Archt., Minneapolis;
H. A. Chuto, clk. Cost, \$6,000.
Remidji—A site has been selected for the
new normal school. Judge Eli Torrance, pres.
state normal board.

Minneapolis—Bids have been received for the
erection of a domestic science building for the
University of Minnesota. C. H. Johnston,
Archt., St. Paul.

Ada—Plans and drawings have been re-
ceived for a 4-room building.
Moorhead—Steps have been taken for the
establishment of a high school building.
Cost, \$30,000.

Stewart—Bids received Sept. 10 for an addi-
tion for school. J. H. Van Hale, chm.

Montevideo—Bids received November 1 for
the erection of a 2-story school. Wm. B.
Itner, Archt., St. Louis, Mo. Cost, \$100,000.

Good Thunder—Preliminary plans are in pro-
gress for the erection of a 2-story school. Geo.
Parr & Son, Archts., Mankato; Theo. Schiesel-
man, Cost, \$15,000.

St. Peter—Proposals received Sept. 8 for the
erection of a school. Alban & Hauser,
Archts., St. Paul; Mrs. C. T. Wiebezahn, clk.
Hendrum—Proposals received Sept. 22 for the
erection of a school. Hartford & Jacobson,
Archts., St. Paul; O. Torgeson, clk., Dist.
No. 1.

Tower—Bonds, \$15,000, have been voted for a
4-room addition to the Soudan school.
Barrows—A new school building will be
erected shortly to cost \$10,000.

MISSISSIPPI.

Noxapater—W. B. Woodall, Mayor, is hav-
ing plans prepared by Architect Haynes of
Newton, Miss., for a school building.

Brookhaven—Contract will be let by the

Heuck's Retreat Separate School District Sept.
13 for school building. Eugene McCormick,
Archt.

MISSOURI.

Mound City—Archts. Trunk & Gordon, St.
Joseph, have plans for 2-story high-and-grade
school. W. H. Wightman, secy. Cost, \$43,000.

St. Louis—Figures are being received for
the building of a one-story addition (toilet
rooms). St. Alphonsus School. Stephens &
Pearson, Archts.

Kansas City—Archt. W. E. Brown has pre-
liminary plans for the erection of a proci'al
school. Polish Catholic Church. Cost, \$15,000.

Carl Junction—A 2-story school is contem-
plated next spring. A. G. Michaels, Archt.,
Joplin; C. W. Roney, secy. Cost, \$15,000.

MONTANA.

Carter—Bids received August 15 for the erec-
tion of school building. Miss Gertrude Seney,
clk.

Harlowton—Bids received August 11 for erec-
tion of school. W. F. Dockins, clk.

Missoula—Bonds, \$25,000 have been voted for
the erection of a school.

Chester—Plans are being discussed for the
erection of a school.

Missoula—Archt. Ole Bakke has plans for the
erection of a 13-room school. Cost, \$11,000.

Sumatra—Bids are being received for two
schools. Jos. J. Brauer, clk.

NEBRASKA.

Omaha—A proposition has been considered
for bonding the city to secure the erection of
a commercial high school.

Steel City—Plans have been received for the
erection of a school.

Wayne—The state will erect an administra-
tion building at the state normal school to
cost \$485,000.

Cairo—Two-story school will be erected. Cost,
\$16,000 to \$20,000.

Omaha—A new high school for the teaching
of technical subjects is being agitated by the
school authorities. Cost, \$500,000.

Sterling—A new school will be erected in the
Conkel district.

Tecumseh—A new school will be built in
District No. 77.

Aurora—Funds are being collected for the
erection of a new school.

Arnold—Archts. C. W. Way & Co., Hastings,

have plans for 2-story school, Dist. No. 59,
Custer county. Contract to be let November
1. Cost, \$13,700.

Rockford—The school board has voted to
erect a new school to cost \$4,000.

NEW HAMPSHIRE.

Keene—Figures received August 27 for the
erection of 2-story normal school building.
Brainerd & Leeds, Archts., Boston, Mass. Cost,
\$75,000.

Manchester—An addition will be built for
Youngsville school. W. M. Butterfield & Co.
Laconia—Plans are in progress for the addi-
tion to the normal school. G. W. Fowler, clk.
state board of control, Concord.

NEW JERSEY.

Passaic—Archt. J. F. Kelly has plans for
the erection of a 40-room school with auditori-
um and gymnasium. Cost, \$300,000. J. M.
Gardner, clk.

Singac—A. A. Smith, clerk of the board of
education, is receiving bids for the erection
of 4-room school. W. T. Fanning, Archt., Pat-
erson. Cost, \$18,000.

Gloucester City—Bids received August 25 for
erection of 2-story school. C. S. Adams,
Archt., Philadelphia, Pa. Cost, \$25,000.

Scotch Plains—Archt. W. F. Bower, East
Orange, has plans in progress for 6-room addi-
tion. A. D. Beeken, pres. Cost, \$25,000.

Paterson—Bids received September 1 for addi-
tion to Schools Nos. 11 and 12 at Lakeview
and Clifton. W. T. Fanning, Archt.

Bridgeton—The board of school estimates has
voted an appropriation of \$75,000 for a new
high school.

Passaic—Archt. J. F. Kelly has plans in
progress for School No. 12 (auditorium, gym-
nasium, public baths and swimming pool).
J. M. Gardner, Jr., clk. Cost, \$300,000.

Singac—Bids will be received for the erec-
tion of School No. 4 (8 rooms). W. T. Fan-
ning, Archt., Patterson. Cost, \$32,000.

South Orange—Archts. Taylor & Mosley, New
York, N. Y., have plans for alterations and
addition for Carter Academy. C. A. Meade,
Orange, N. J.

Bayonne—Proposals received Sept. 25 for the
erection of the first section of School No. 2.

Gulibert & Betelle, Archts., Newark.

Jersey City—Supt. Henry Snyder is urging

the erection of a new building to replace the
Lincoln high school. Cost, \$50,000.

Columbus—The taxpayers of Mansfield town-
ship have approved a bond issue of \$24,700 for
the erection of school buildings at Columbus,
Hedding, Mansfield and Georgetown.

Manasquan—Bids will be received for erec-
tion of 2-story school. Clinton B. Cook, Archt.,
Asbury Park. Cost, \$30,000.

Point Pleasant—A new school is contem-
plated. C. V. Hance, clk. Cost, \$4,000.

Elizabeth—Plans have been filed for a 2-story
school, SS. Peter and Paul's Church. Cost,
\$21,000.

NEW YORK.

New York—Plans are nearing completion for
the erection of School No. 56. C. B. J. Snyder,
Archt. Cost, \$140,000. Archt. M. J. Gar-
vin has plans for 3-story school, St. John
Chrysostom Church. Rev. B. F. Brady, Cost,
\$40,000.

Port Richmond, S. I.—Archt. C. B. J. Snyder
has plans for 3-story Public School No. 20.
Cost, \$140,000.

Tarrytown—Archts. Guilbert & Betelle, New-
ark, N. J., have plans for addition to Wash-
ington Irving high school. F. V. Millard,
pres. Cost, \$60,000.

Buffalo—Bids will be advertised for the erec-
tion of 3-story south side high school. Green
& Wicks, Archts. Cost, \$700,000.

Ellenville—Archt. E. E. Smith, Poughkeep-
sie, has plans for the erection of 2-story
school. H. W. Coons, Cost, \$55,000.

New York—C. B. J. Snyder architect for the
board of education, has filed plans for a 5-
story school on 184th St. Cost, \$380,000.

Brooklyn—Proposals received Sept. 22 for the
erection of Public School No. 179. C. B. J.
Snyder, Archt. Cost, \$225,000. The citizens of
the Buggy section are agitating the erection
of a new school to replace Public School 135.

North Tonawanda—The members of the
board of education are inspecting new school
buildings for ideas in connection with the
erection of the new school.

Buffalo—Bids received Sept. 8 for the erec-
tion of 2-story school. G. J. Metzger, Archt.

Bids received Sept. 15 for the erection of a 1
and 2-story school. Emmaus German Lutheran
Church. Rev. A. T. Hauser, pastor.

Yonkers—Bids have been advertised for the

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MILWAUKEE.

erection of a 2-story addition. G. H. Chamberlain, Archt. Cost, \$40,000.

Ottaville—Bids received Sept. 15 for 2-story school. W. T. Towner, Archt., New York, N. Y. Cost, \$35,000.

Gasport—Bids received for the erection of a 2-story high school. Joseph Blaby, Archt., Palmyra.

Bedford—A one-story school is contemplated for the town of North Castle, Dist. No. 2. Herman O'Brien, trus. Cost, \$4,000.

Mt. Kisco—A one-story school is contemplated for Dist. No. 3, town of North Castle. Robert Ingersoll, trus.

NORTH CAROLINA.

Asheville—The school board plans the erection of a school on Hill St. Cost, \$20,000.

NORTH DAKOTA.

New Rockford—An academy for Catholic girls will be erected. Cost, \$25,000.

Washburn—Proposals received September 2 for grade-and-high school. A. Van Horn, Archt., Bismarck.

Fargo—Archt. G. P. Stauduhar, Rock Island, Ill., has plans in progress for the erection of a 4-story academy building for the Sacred Heart Academy. Sister M. Papiata, Supt., Fargo. Cost, \$85,000.

Courtenay—A new school will be erected to cost \$30,000.

Leith—Bonds, \$4,500, have been voted for a new school.

New Rockford—Bids are being received for 3-story school. G. P. Stauduhar, Archt., Rock Island, Ill.; Rev. J. Pare, pastor. Cost, \$30,000.

OHIO.

Cleveland Heights—Figures received September 15 for erection of 3-story high school. Walker & Weeks, Archts. Cost, \$175,000.

Bedford—Proposals received September 12 for 4-room school. R. H. Hinsdale, Archt., Cleveland; E. J. Caskey, clk. Cost, \$20,000.

Middleton—Archt. George Barkman, Hamilton, has plans for the erection of a 2-story grade school. N. D. Wilson, supt. board of education. Cost, \$50,000.

Ashtabula—The board of education is discussing plans for a new high school. H. P. Smith, chm. building committee.

Cincinnati—Preliminary plans have been begun for the erection of a 2-story school. St. George's Catholic Church. Anton Rieg, Archt. Cost, \$75,000. Archts. J. G. Steinkamp & Bro. have plans in progress for the erection of a 2-story school. St. Mary's Church. Rev. Chas. S. Kemper. Cost, \$40,000.

Columbus—Bids received about October 1 for the erection of an 8-room school, town of Sugar Creek. Howard & Merriam, Archts. Cost, \$25,000.

Bellaire—Bids received Sept. 23 for the erection of a school at Riverside. J. C. Wood, Archt., Bellaire.

Republic—Bonds have been voted and sketches made for a new school to cost about \$12,000. W. W. Anway, clk.

Dayton—Figures will be received for school and dormitory. St. Mary's Institute. Pretsinger & Musselman, Archts.

Lorain—Archt. E. E. Ford has plans in progress for a school, with auditorium and gymnasium. E. E. Bruell, clk. Cost, \$100,000.

Bowling Green—Figures received Sept. 15 for the erection of a 2-story science building

for the Bowling Green State Normal College. J. A. Collins, pres; Howard & Merriam, Archts., Columbus.

Mansfield—Preliminary sketches have been approved for a 4-room addition to Bowman school. Vernon Redding, Archt., Mansfield; J. H. Bristor, clk.

Copley—A 6-room high school is contemplated next spring. Vernon Redding, Archt., Mansfield. Cost, \$26,000.

Canton—The president of the board of education is urging the immediate erection of a new high school and a new grade school.

Toledo—The East Side Commercial Club is urging the board of education to erect a four-room addition for the Ironwood school. Dr. F. N. Gerand.

Marysville—Contract will be let for the erection of the Girls' Industrial School. Frank L. Packard, Archt., Columbus. Cost, \$80,000.

Norwood—Figures received Sept. 23 for the erection of a 2-story addition (domestic science, manual training, kindergarten and auditorium). Bausmith & Drainie, Archts. Cost, \$50,000.

West Toledo—Preliminary sketches are in progress for the erection of a 2-story school. J. W. Maiz, Archt., Toledo. Cost, \$35,000.

Greenfield—Figures received Oct. 20 for the erection of a 2-story high school. Wm. B. Ittner, Archt., St. Louis, Mo.; E. L. McClain, owner.

Springfield—Bids will be received for school in Wardner Park Addition.

Ashtabula—The board of education is considering the erection of a high school to accommodate about 800 pupils. H. P. Smith, chm. building committee.

OKLAHOMA.

Jenks—Bids received August 15 for the erection of a school. Geo. Winkler, Archt., Tulsa.

Sand Springs—The school district plans to erect a school to cost \$30,000.

Pensacola—Bids received Sept. 6 for erection of 2-story school. O. H. Sudhoelter, Archt., Joplin, Mo.; G. H. McCartney, clk. Dist. No. 44.

Tulsa—Bids received Sept. 2 for 4-room school for colored pupils. Geo. Winkler, Archt.; R. E. Curran, county clerk.

OREGON.

Warrenton—A petition is being circulated for the purpose of voting bonds, \$7,000, for the new school. Miss Clara C. Musson, clk.

Baker—The school board is considering the purchase of a site for a high school building.

PENNSYLVANIA.

Franklin—Bids received October 1 for addition to high school to include gymnasium and auditorium. E. E. Bailey & Co., Archts., Oil City. Cost, \$30,000.

Philadelphia—Archt. J. H. Cook has plans in progress for 2-story school. Cost, \$200,000. Plans are in progress for 3-story school. Cost, \$150,000.

Pittsburgh—Archt. Carlton Strong has plans in progress for 2-story school. St. James Church. Thos. P. Gillen, pastor. Cost, \$60,000.

Monessen—Figures received Sept. 16 for the erection of a 2-story high school. A. P. Cooper, Archt., Uniontown. Cost, \$140,000.

Lebanon—Supt. F. W. Robbins has urged the erection of a new high school to relieve the overcrowding of the schools.

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Lexington High School,
Lexington, Neb.
York High School, York, Neb.
Dodge High School, Dodge, Neb.
Winfield High School, Winfield, Kas.
Webb City High School,
Webb City, Mo.
Clinton High School, Clinton, Mo.

Burgettstown—Archt. C. L. Whitaker, Dravosburg, has plans in progress for a 6-room high school. Mr. Huber, secy. board. Cost, \$30,000.

Wyoming—Proposals received Sept. 12 for a high school building on Monument Ave. Pettibone & Lewis, Archts., Wilkesbarre.

Camp Hill—A high school building is being discussed to cost not more than \$100,000. W. C. Enterline, Camp Hill.

Philadelphia—Archt. J. H. Cook is preparing plans for three district high schools at Frankford, Germantown and South Philadelphia.

SOUTH CAROLINA.

Charleston—Bids received August 25 for school at James Island, District No. 3. W. B. Seabrook, trustee.

Dalzell—The school district has voted \$4,000, bonds, for the erection of a school.

Donalds—School District No. 39 plans to issue \$5,000, bonds, for the erection of a school. L. J. Davis, trustee.

Dunbarton—Bids received Sept. 10 for the erection of a school. G. L. Preacher, Archt., Augusta, Ga.; B. F. Anderson, secy.

SOUTH DAKOTA.

Clear Lake—Bids received for school. C. E. Kelly, clk.

Gregory—Bids received for school. H. C. Hanson, clk.

Madison—Plans are being prepared for a new building on the grounds of the Central high school. Cost, \$15,000.

Sioux Falls—Bids received March 1 for the erection of a 2-story school. Robert Perkins, Archt. Cost, \$25,000. A new school is contemplated next spring to cost \$50,000. Chas. Ross, mem. board. School will be remodeled in the spring. Cost, \$15,000.

Vermillion—Bids will be received October 1 for the erection of a chemistry building. A. E. Hitchcock, pres. state board of regents.

Mitchell—Jos. Schwarz, Archt., Sioux Falls.

Aberdeen—A 3-story school and sisters' residence is planned for St. Mary's Church next spring. Rev. Jos. Schell, pastor. Cost, \$6,000.

Milbank—Bids received Sept. 20 for removing old school and erecting new building. J. C. Jensen, clk.

TENNESSEE.

Portland—The board of education will launch a campaign to erect a school costing \$10,000.

Alamo—Bids received Sept. 15 for the erection of a high school. A. J. Biggs, Archt., Dyersburg.

Memphis—An annex will be built for St. Agnes Academy to contain a study hall, chapel and gymnasium. Cost, \$70,000.

TEXAS.

Normangee—Bids received August 15 for erection of 2-story school. M. L. Waller Archt., Fort Worth.

Fort Worth—Tarrant county school districts Nos. 18 and 95 have voted bonds, \$5,000 and \$7,000 respectively for the erection of new schools.

VIRGINIA.

Alexandria—Competitive plans will be received for the erection of a school. Dr. Wm. Smith, chm. school board. Cost, \$40,000.

Newport News—Estimates are being received for the erection of a 3-story school. C.

M. Robinson, Archt., Richmond; W. F. Tabb, clk. Cost, \$50,000.

Bristol—The city will vote on bonds for a high school. Cost, \$50,000. Address the Mayor.

Franklin—Holy Neck school district received bids Sept. 6 for the erection of a school. J. R. Holland, chm., Holland; Lee Britt, Suffolk.

Richmond—The city has plans by Carneal & Co. for the Springfield school. Cost, \$90,000.

WASHINGTON.

Seattle—Archt. V. W. Vorhees has plans for a two-room school at Lake Forest Park. Bids received Sept. 11. The following new buildings will be erected during the year: Grade schools for Dunlap, Columbia and Queen Anne districts costing \$300,000; a new parental school for boys costing \$100,000; addition to Lincoln school costing \$200,000.

Tacoma—The school board plans the building of eight additional rooms for the Jefferson school on North Twelfth St. Heath & Gove, Archts.

WEST VIRGINIA.

Princeton—A. F. Wysong, Princeton, has plans for the erection of a school building in East River District of Mercer County. H. D. Karnes, secy.

Worthington—Bids are being received for the erection of a 4-room school. C. H. Snider, Archt., Fairmont; Mr. Morgan, secy. Cost, \$10,000.

Clarksburg—Bids received September 1 for the erection of a 2-story school. Holmboe & Lafferty, Archts.; James Hess, secy. board. Cost, \$40,000. Bids are being received for the erection of a 1-story school. Cost, \$4,000.

WISCONSIN.

Madison—The city council has authorized the building of an addition to the high school and the remodeling of the Fair Oaks school.

Oconomowoc—The school board has selected a site for a school building.

Sheboygan—The school district has selected a site for a school building.

Milwaukee—Archts. Van Ryn & DeGelleke have plans in progress for a 2-story addition. Cost, \$35,000. Proposals received October 2 for the erection of the Riverside high school on Folsom Place. F. M. Harbach, secy.

Florence—Bids received Sept. 15 for building new school. W. C. Haberkorn, clk.

Oconomowoc—The district board has authorized the purchase of site for a new school.




Sheboygan—Bids received Sept. 20 for the erection of a school in District No. 2. Alfred Sperl, clk., Kohler.

Tomah—Bonds, \$30,000, have been voted for the erection of a grade school. C. B. Drowatzky, mem. committee.

Milwaukee—A new school is proposed for the Twenty-fourth Ward, at Thirteenth and Lincoln Aves.

Watertown—A high school building is contemplated. Wm. H. Woodward, chm. building committee. Cost, \$100,000. A 2-story school for St. Mark's Lutheran Church is contemplated for next spring. Rev. H. Klingman, pastor. Cost, \$20,000.

Appleton—Bids received August 15 for the erection of a tile school building. Fred Ziegler, R. No. 5.

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Concerning Freshmen.

James, aged six, and Sarah, aged eight, were the children of a professor, and took a great interest at the beginning of the college year in the class collisions which they daily witnessed on the campus. They discussed the merits of the case from every side. James usually preferred the Freshmen, while his sister sided with their enemies.

One afternoon James was trotting across the campus, holding tightly to his father's hand. His little face was quite serious, and he kept looking behind him more or less fearfully. His father, deep in meditation, was not noticing, until finally a small voice said:

"Father, they wouldn't mistake a little boy for a Freshman, would they?"

It Happened in Boston.

Two school teachers, says the Boston Traveller, were passengers on an overcrowded elevated train recently and one of them, who likes a little joke, thought he saw a good chance to catch the other, who is noted for his precision of speech.

"Smith," he said, "can you tell me if there is any difference between the words 'made' and manufactured?"

Smith, who thought he was asking his opinion in regard to some technical point, thought a minute and said:

"I think not, Brown. 'Made' could be used in place of 'manufactured,' and vice versa."

"Wrong," said Brown, "and I'll prove it. Take this car, for instance. It was manufactured to carry 100 passengers and it is made to carry 300."



Six-year-old Tommy was explaining his report card to his aunt. "What does F. stand for?" she asked. "Oh, that's faithful," he replied. "And what does that mean?" persisted his aunt. "Oh, that means"—he pondered awhile—"that means—you want to, but you can't."

Knew When He Arrived.

Because of their supposed great intellectual superiority, schoolmasters frequently find it difficult to meet people upon an equal footing and to deal with them with that degree of familiarity and friendliness that is so essential to success socially, in business and in politics.

President Wilson tells of his early experience in his campaign for Governor of New Jersey. "At first I was eyed very curiously by the people, who wondered what sort of a pedagogic person this was who had left the quiet of a university for the hurly-burly of politics. It was always 'Professor' or 'Doctor' when I was addressed and I despaired of ever being accepted as an ordinary human being until one day a burly workman came up and, slapping me heartily on the back, held out his hand and said, 'Well, Woody, old boy, I wish you luck!' Then," says the President, "I knew that I had arrived."

Revised Spelling.

Miss Primer—What is a bi-partisan school board?

Miss Principal—One with members from both parties. Bi means two, you know.

Miss Primer—Oh! I thought probably it was the new spelling for "buy."

The Reason.

"Do girls do as well in college as boys?"

"As well or better."

"Indeed? And how do you account for that?"

"Well, they have more opportunities to study, for one thing. A girl doesn't have to put in a lot of time coloring a meerschau pipe."

Judged By Her Speech.

A Philadelphia boy was asked to write a composition upon Quakers. He wrote that Quakers were very kind, good people, who never quarreled, never strike one another and never answer back harshly. At the close of his description he added: "Papa is a Quaker. I guess mother is not."

Simple.

The ability to tell a story or explain a topic, in simple, terse language, is a big factor in the success of a teacher. The man who uses big words, on the other hand, often muddles up a class the more he tries to make himself understood. A case related in the Philadelphia Public Ledger, while overdrawn, illustrates the point:

"A visitor in a Sunday-school was asked to say a few words to a class of children. He began:

"This morning children, I purpose to offer you an epitome of the life of Saint Paul. It may be, perhaps, that there are among you some too young to grasp the meaning of the word 'epitome,' 'Epitome,' children, is in its signification synonymous with synopsis."

ERRATIC ENGLISH.

Although I love my native land
And oft her praise have sung,
I must confess there's something queer
About my native tongue.
My lawyer on the street I see;
I saw him or have seen him,
But if I fee him, I can't say
I faw him or have feen him.
Of child the plural, you'll agree,
Has been for ages children;
Howe'er, the wilds of Africa
You'd ne'er speak of as wildren.
Upon the road you'll meet an ox,
Or e'en a yoke of oxen,
But though full many a box you own,
You cannot say you've boxen.
Our spelling's enigmatic, too;
While mother kneads the dough,
Father can't kfeed the chickens, and
The wind can never blough.
A thousand other instances,
For which our tongue's maligned,
If I were so disposed I might
Call briefly to your migned.

—Jessie E. Parker.

Geography for Beginners.

New England: Is an arid mental region surrounding Boston and is peopled by infant industries and old maids. New England was discovered by Cotton Mather and John L. Sullivan, who founded a mill on one of its numerous banks. Since then other mills have sprung up and have been made famous by the I. W. W. and other philanthropic societies. New England raises Southern Mill Owners, Religions and Slaves. At one time it was inhabited by wild Indians, who having been taught how to drink whiskey and shoot straight, and not having been restrained by the moral character of the white men, rapidly grew less, until today they are used only for cigar signs and spiritualistic mediums.

New England also raised Villages, from which at one time there was quite an export business in great men. This industry, however, coming into competition with Shoe Factories, Woolen Mills and others, is not quite what it used to be.—Life.

Bad News for Our Doctors.

"And now that you are finished with college, what are you going to do?"

"I shall study medicine."

"Rather crowded profession already, isn't it?"

"Can't help that. I shall study medicine, and those who are already in the profession will have to take their chances, that's all!"

Der kleine Rabulist.

In der ersten Volksschulklasse gibt der Lehrer den Kindern Sätze zu schreiben. Einer davon lautet: "Ein dichter Rauch heisst Qualm."

Das kleine Karlchen miszverstehet aber und fragt: "Herr Lehrer, bitte, wenn der Dichter Rauch heisst, so kann er doch nicht Qualm heissen."

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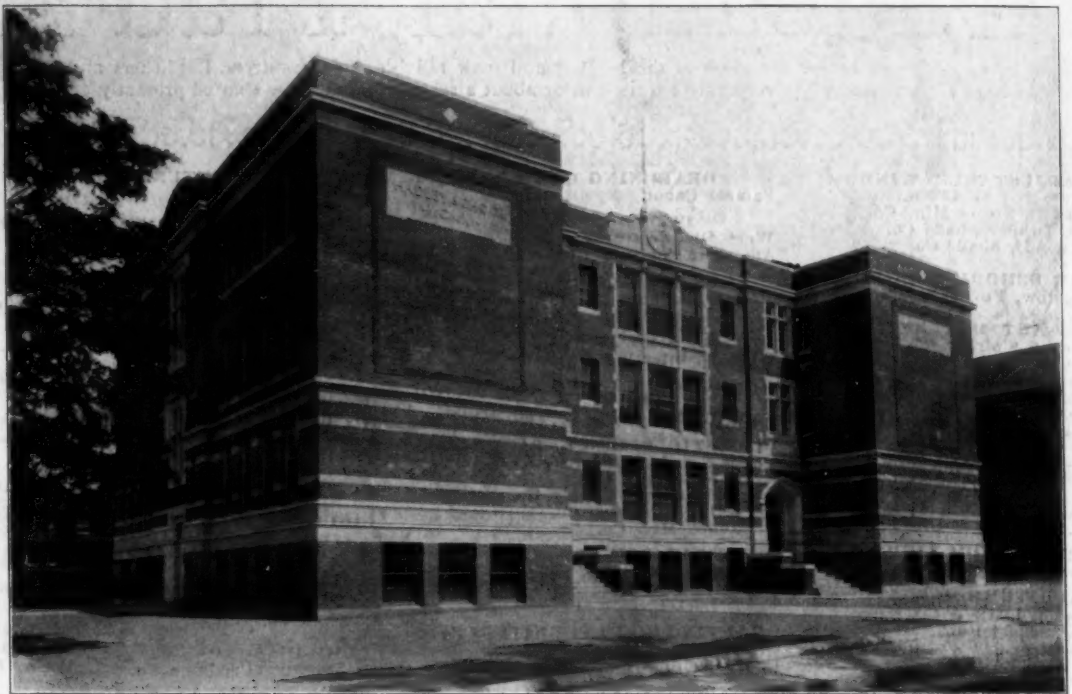
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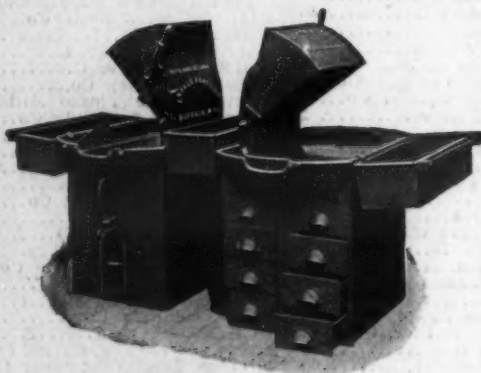
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